



ARISE High School

Authenticity, Rigor, Inspiration, Success, Empowerment

ARISE High School

Renewal Charter
CDS Code: 01612590115238
Respectfully submitted
October 26, 2011

The mission of ARISE High School is to empower students with the skills and knowledge to pursue higher education and become leaders in the world. ARISE High School will also provide an environment for training educators to become leaders in secondary school reform.

To:
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94607

From:
ARISE High School
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Co-Founders
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Enactment Date: _____
By: _____

ARISE High School
Renewal Charter Submitted to the Oakland Unified School District
October 26, 2011



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Authenticity, Rigor, Inspiration, Success, Empowerment

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As President of the ARISE High School Board of Directors, I hereby certify the submission of the charter petition requesting a five-year renewal of the ARISE High School from the Oakland Unified School District's Board of Education. The submission will take place on October 26th and the lead petitioners will be co-founders Romeo Garcia, Emma Paulino and Laura Flaxman.

Brian McMillan

Brian McMillan

Board President

ARISE High School

October 25, 2011

Date



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OVERVIEW

During our first four plus years of operation, ARISE High School has demonstrated tremendous successes as well as a number of challenges. We continue to learn from both sides of our experience and these strengths and struggles together have steered us in a direction that builds upon these successes while adjusting our program to more effectively respond to the challenges. While the spirit, core philosophy, values, basic program, and key partnerships remain intact in this renewal petition, we have also built in improvements to this document that a. Provide further details about our program as it has evolved and b. Describe adjustments to our program that will lead to higher student achievement and greater organizational efficiency.

We are proud of our demonstrated success in preparing first generation college students for college. Not only are we effective at helping our students gain admission to four-year colleges, as our 100% acceptance rate proves, but we are also proud that every one of our 2010 graduates who started their freshman year at a four-year college completed their freshman year successfully. ARISE alumni are thriving at a diverse array of campuses, from UC Davis and Merced, to Wesleyan and Willamette, to Humboldt, Chico and Northridge, and many more. These are significant accomplishments that we will continue to build upon by further refining our system of college guidance and support, our cultural immersion program, our "proficiency" graduation requirements and performance-based assessment system, and our college partnerships and concurrent enrollment program.

A challenge has been that too many students have opted to leave ARISE, particularly in our first couple of years, often because of the difficulty of meeting our graduation requirements and the rigor of our college preparation program. As a result of this, we have added better systems for early interventions and support so that more students are able to share in the successes of our college preparation program by graduating from ARISE and being a part of our high college admission and freshman year success rates. Our Adelante system is a coordinated effort to better catch all of our struggling students and support them towards reaching the high goals that we have set for all of our students. Under the umbrella of our Adelante program, we are implementing many strategies to help move our students forward. These include weekly meetings to identify and discuss individual students, our Response to Intervention (RTI) program, intervention classes in reading, writing, and math, and our invaluable partnership with Seneca Center. Thanks to these additions and refinements to our program, we are now better addressing the academic and emotional needs of our students in a more strategic and proactive way.

We are a valuable option for students in Oakland with our explicit intent to serve *all* students, including those who have not been successful in their previous schools and even those who have already dropped out. It continues to be our goal that every student who comes to us, regardless of their educational history, gets on the college track. We proudly stand behind this goal and continue to want to serve this diverse population, even if the most at-risk students also come to us testing poorly on the CST. Among our graduates, we have students who had failed out or been kicked out of other high schools who are now thriving as freshmen and sophomores in college. These are some of the same students who also contributed to our low test scores, testing far below and below basic while they were at ARISE, but in spite of some skill gaps and poor test-taking skills, they have demonstrated that they were prepared for college success.

While our API showed tremendous growth this past year, confirming that we are moving in the right direction, we still need to spend more time helping our students become better test-takers, not only for the success of the school, but also to help more of our students get into selective colleges. In order to better track how our students are progressing through more sensitive measures other than the annual CSTs, we have also implemented more frequent and value-added measures, including NWEA's MAP assessments in reading and math, and administering the SAT writing tests as a pre and post evaluation for all students each year.

These assessments are also a part of our nationally recognized, groundbreaking performance based evaluation system that is being funded by a federal Teacher Incentive Fund grant. A little over a year ago, ARISE was awarded a \$6.5 million dollar grant that we had written in collaboration with our partner, the Reach Institute for School Leadership, on behalf of a consortium of four charter schools, including both Lighthouse Community Charter schools and the Bay Area School of Enterprise in Alameda. Our innovative performance based evaluation system does more than merely create a salary schedule and bonus system based on teacher and principal performance. It also creates a multi-dimensional metrics system for determining what student achievement and teacher/principal effectiveness look like. This new system allows us to collect, analyze and use data much more effectively than we had previously. Our performance based evaluation system includes a minimum of nine annual observations and three conferences for teachers, as well as a separate, teacher-selected lesson that is scored by a trained evaluator outside of the school. Each teacher and principal will be able to access a dashboard that includes both the feedback and results of all the observations, as well as all of the student achievement measures that together give a robust picture of his/her performance. This system will allow ARISE to become increasingly proficient at using data to drive instruction and increase student achievement.

We are indebted to our many partners for the successes that we have seen so far as a school. While our relationships with our founding partners (the Coalition of Essential Schools, the Mills College School of Education and TRiO programs, and Oakland Community Organizations) remain strong, we have developed partnerships with many, many other organizations that have also contributed to our school and our students in myriad ways. Our partnership with the Peralta Community College District, and Laney and Berkeley City Colleges in particular, has played a critical role in preparing our students for college. Our concurrent enrollment program with these schools has enabled all of our students to take college courses while in high school. The Unity Council has been a great landlord and partner, offering after school, summer, and college guidance activities over the years. Seneca Center is a more recent but no less important partner, supporting our Response to Intervention program and helping us to better support our struggling students. The Reach Institute has supported our teachers, leaders, and school since our inception and plays an even larger role in helping us improve as a partner in our Teacher Incentive Fund project. Numerous other partners, such as PUEBLO, the Oakland Public Library, Outward Bound and others, have supported many specific classes and programs at ARISE over the years that have enriched the lives of our students. The many colleges that send representatives to ARISE, host our students, and even pay for our travel costs, have helped us tremendously as well. The scholarship and mentoring programs that have supported individual students, such as Summer Search, Students Rising Above, Experience Berkeley, and the East Bay College Fund, have also contributed to our students' success. Finally, the programs that have been run out of ARISE either fully or through using our classrooms, such as Youth Roots, the Ever Forward Club, Youth Law Academy, and Youth Speaks, have benefited our students' learning, growth and achievement tremendously. There are too many other partners to list here, but each one has played a role in supporting our students and our school and share the credit for our successes so far.

When we first started, we thought that we would provide our back-office support in house, adding another adult to our community who could serve as an advisor and interact with our school community, while also taking care of the operations of the school. While we always outsourced certain services, it has become increasingly clear that we need a more comprehensive back office service provider with a proven track record of success. We are in the process of collecting bids and deciding between different providers, and are looking forward to implementing less costly, more efficient, and more streamlined systems for managing our data, finances, compliance, and reporting needs.

Overall, we are on a clear, upward trajectory by all measures. Not only do we have some notable accomplishments of which we are proud, but we are also a reflective and dynamic learning organization that is able to learn and grow through our challenges. We are now poised to become increasingly successful as we leave our infancy and enter our second charter term.

A. EDUCATIONAL PROGRAM

MISSION & VISION

The mission of ARISE High School is to empower students with the skills and knowledge to pursue higher education and become leaders in the world. ARISE High School will also provide an environment for training educators to become leaders in secondary school reform.

ARISE High School is designed to serve primarily low-income, first generation college-bound students from throughout the Oakland community. Expanding on the 40 years of experience and success of the Mills College Upward Bound program, ARISE High School will continue to graduate and send Oakland youth to college in record numbers by having high expectations, excellent teaching, extensive academic, college and career support and counseling, and caring, highly qualified educators.

ARISE High School is founded on the principles of supporting students to understand themselves, to contribute to positive community transformation, and to develop the skills, knowledge, and agency to be successful in college and the world beyond.

We believe learning best occurs when students are fully engaged participants in their own education by being immersed in a challenging, college-prep curriculum that includes knowledge of self, consciousness raising, project-based learning, service learning, a highly personalized and supportive environment, and the use of the local community as an extended classroom.

Applying the tenets of the Coalition of Essential Schools, a 20 year old national school reform organization founded by two of the country's leading educators, Deborah Meier and Ted Sizer, ARISE High School will feature demanding, project-based academics as well as a community that fosters a strong and nurturing school culture. All students participate in extended day activities, summer programs, internships, and local as well as long distance immersion experiences, such as Outward Bound courses and international exchange programs.

ARISE High School also serves as a training ground for educators at all points in their careers. We work with student teachers and interns through institutional partners such as Mills College and the Reach Institute for School Leadership, as well as foster the leadership of more experienced teachers and school leaders.

EDUCATIONAL PHILOSOPHY

Whom the School is Attempting to Educate/Target Population

ARISE High School's goal is to serve 220 primarily low-income, first generation college-bound students of color from throughout the Oakland community in grades 9-12. Sadly, many students who fit this description have not been graduating from high school at all. Of those who do graduate, very few graduate UC eligible, and even fewer have gone on to attend college. According to the CDE website, in 2009-10, 37% of Oakland youth dropped out of school. The statistics are even worse for students of color. The dropout rate for Latinos was 42.4% of for African Americans 38.6%. Of this already low percentage of graduates, only 46.3% of graduates in 2008-9 (the last year data is available on the CDE site) enrolled in postsecondary institutions. Only 34.7% of Latino graduates enrolled. These statistics indicate a crisis that continues to exist in Oakland, especially in light of the kinds of jobs and opportunities that exist in today's society for young people who do not have college degrees. ARISE's track record is significantly better than this and it is still something that we are working to improve further. Even though our postsecondary attainment numbers are more than double Oakland's overall, we continue to try to graduate more of our students and send all of them on to college.

ARISE High School will continue to target recruitment efforts in traditionally underserved and under-achieving communities with the goal of creating a model where these students do go on to attend and graduate from four-year colleges.

What It Means to Be An "Educated Person" in the 21st Century

ARISE High School believes that the definition of an "educated person" in the 21st century is someone who:

- ◇ Is fully prepared for and ultimately graduates from a four-year college
- ◇ Has the skills and knowledge to be successful in college and the world of work
- ◇ Is prepared to pursue any option he or she may choose for a successful and productive future
- ◇ Is committed to a lifetime of learning beyond the confines of any school or university
- ◇ Can communicate and work effectively with others from a diverse array of backgrounds
- ◇ Can set and achieve goals
- ◇ Can be full participants in a democratic society
- ◇ Has the ability to take leadership in his or her community
- ◇ Has an understanding of different cultures and the experience of effectively navigating within cultures different from his or her own
- ◇ Has the skills and awareness to function effectively in a global society and economy

How Learning Best Occurs

Based on extensive research, we believe learning best occurs when students are fully engaged participants in their own education by being immersed in a challenging, college-prep curriculum that includes knowledge of self, consciousness raising, project-based learning, service learning, a highly personalized and supportive environment, and the use of the local community as an extended classroom.

While ARISE High School continues to pioneer original and innovative educational practices, most notably through our unique partnerships such as the Reach Institute for School Leadership and the Reach Teacher Incentive Fund Consortium, ARISE High School also takes advantage of the best practices and instructional approach of the Coalition of Essential Schools and Expeditionary Learning Schools, as well as the rich and successful history of the Mills TRIO Programs.

Both CES and ELOB follow the philosophy of “less is more”, “depth over breadth” and engaging students with challenging yet meaningful and relevant curriculum, all within the context of a highly personalized, supportive culture. Extensive research in both school reform approaches document that this methodology engages students and increases student achievement. Examples of successful small, urban public high schools around the country that have utilized the CES approach include the Boston Arts Academy and Urban Academy in New York City. Both schools have great track records including significantly higher graduation and college matriculation rates compared with other schools serving similar populations.¹ Our team believes that students learn best when teachers practice authentic and active pedagogy that requires students to construct their own knowledge and apply their learning.

Key strategies include:

- Learning expeditions: In-depth, interdisciplinary, standards-based investigations of a theme using project-based learning
- Active pedagogy: Active and engaging teaching and learning that is hands-on and makes the content come alive
- Service learning and community-based learning: Students are involved in projects in their communities, learn by doing, and have meaningful, relevant, yet standards-based experiences outside of the school’s walls
- Differentiated instruction: Students learn in heterogeneous (and fully inclusive) classrooms that allow them to progress even when that improvement has as many different starting points as there are students
- Student-driven projects and inquiry: Students can follow their “passions”, pursue topics, and produce projects of their choosing within the context of appropriate scaffolding

¹ See Bibliography in appendices

- Literacy across the curriculum: Every class includes a strong focus on reading and writing, with all teachers being trained in literacy instruction and seeing themselves as literacy teachers.
- Clear, achievable expectations around college: All students take college-prep courses and receive college counseling and preparation in an environment where it is expected that everyone will attend college.

Drawing upon the Mills TRIO Programs' expertise in preparing students for and helping them be admitted to four year colleges, ARISE's college-prep focus is woven throughout the instructional program. A critical component of activating student learning and helping students realize their potential is for the staff to have high expectations for all students, including firmly believing that every young person is capable of attending and successfully graduating from an institution of higher education. A high level of personalization, a priority for both the Mills TRIO Program and the Coalition of Essential Schools, allows the adults to provide the support necessary to help students meet these elevated expectations.

Through ARISE High School's unique combination of project-based instruction, real world experiences, extended day and year programs, standards-based curriculum, and rigorous graduation requirements, students will become self-motivated, skilled, fully prepared for college, and committed to a lifetime of learning and growth beyond high school.

TRANSFER OF COURSES & COLLEGE ENTRANCE REQUIREMENTS

From its inception, ARISE High School has worked in partnership with our families to develop, support and sustain the school (starting with the parents on the school's design team.) Introductory orientations for both students and staff are a critical part of every school year, and include information about all aspects of the school program, with a special emphasis on the sequence of courses and activities leading to graduation and college matriculation. Our UC-approved courses are translated into easy to understand transcripts that align with A-G requirements and these transcripts follow each individual student's personalized graduation plan. These plans are updated regularly and, along with student portfolios and performance-based assessment presentations, provide the substance of quarterly exhibitions of student work and student-led parent conferences.

Students fulfill course requirements through coursework at ARISE High School or through approved coursework at one of the community colleges in the Peralta District, Mills College, or another institution of higher education. Students have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements. By virtue of completing required coursework, all graduates fulfill or exceed the UC/CSU system A-G requirements, based on the chart below. The chart below contains graduation requirements. Parents and students are

notified of this information as part of student recruitment efforts and it is also included in the Student/Parent Handbook given to parents and students upon enrollment. The latter also informs parents about the transferability of courses to other public high schools. Additionally, ARISE High School collaborates with other local high schools to ensure transferability both of our courses to other schools and other schools to ours.

SAMPLE COURSE OFFERINGS & GRADUATION REQUIREMENTS*

| Subject Area | Example of Course Titles | UC/CSU Requirements | ARISE HIGH SCHOOL Graduation Requirements |
|--------------------------|--|---------------------------|---|
| Social Studies | World Cultures U.S. History U.S. Government Afro Latino History | Requirement A: 2 years | 3 years |
| Language Arts | English 1-4 Shakespeare and Our Lives Berkeley City College English 1A: Composition & Reading | Requirement B: 4 years | 4 years |
| Mathematics | Algebra 1 Geometry Algebra 2 Trigonometry Pre-Calculus AP Calculus | Requirement C: 3 years | 4 years |
| Science | Biology Chemistry Ecology Physics | Requirement D: 2 years | 3 years |
| Foreign Language | Spanish 1-4 Espanol Para Hispanos 3-5 Laney College Spanish 22A: Spanish for Native Speakers | Requirement E: 2 years | 3 years |
| Visual & Performing Arts | Dance Illustration Theatre Intro to Mural Arts Youth Roots Critical Media | Requirement F: 1 year | 1 year |

| | | | |
|----------------------------------|--|--------------------------|---------------------------|
| Academic Electives | Media & Event Production Media Literacy Creating Social Change | Requirement G: 1 year | 1 year |
| Physical Education | Outward Bound Bicycling Kayaking Soccer | Not Required | 1 year |
| College Courses | Illustration Dance English 17: Shakespeare Spanish for Spanish Speakers | Not Required | 2 courses |
| Supplemental Educational Program | Youth Roots Mills Educational Talent Search Summer Program Outward Bound Girls Inc | Not Required | 2 programs |
| Cultural Immersion Experience | Summer Search Bicycling Intersession Trip Southern CA College Tour Outward Bound AFS Foreign Exchange Trips | None | 1 experience |
| Proficiency Presentations | Scientific Inquiry Mathematical Thinking Literary Analysis Historical Research and Understanding Artistic Expression | None | 5 Proficiencies completed |

*On a case by case basis at the discretion of a Co-Principal, as in situations where students might have physical or other concerns that would make meeting our extra graduation requirements a challenge, an accommodating alternate activity may be assigned. An example includes, but is not limited to, not being able to attend a Cultural Immersion program due to having to nurse an infant. However, no alternatives will be accommodated for core academic requirements. *All* students still need to complete their basic A-G coursework required for graduation and college admission.

All of ARISE's academic classes are UC approved and the school is accredited by the Western Association of Schools and Colleges.

CURRICULUM AND INSTRUCTIONAL DESIGN

ARISE High School shares the Coalition of Essential Schools approach as well as an experientially based pedagogy in order to best respond to the student population the

school serves in its site-based setting. Setting the bar high and challenging students to achieve their personal best is a critical starting point that involves asking students to do meaningful work that has clear relevance beyond the four walls of the classroom.

In addition to carrying a full course load during conventional school hours, ARISE High School students will have additional academic commitments during extended weekly hours and the summers (additional time that research has proven leads to increased student achievement.) An example of what this overview might look like follows:

Year 1:

- Immersion experience through Mills College Upward Bound the summer after eighth grade for ARISE students who are also enrolled in Upward Bound
- Simple block schedule with a Humanities block (including English 1 and a social studies curriculum), an Algebra and Geometry class, and Spanish (for both native and non-native speakers), enhanced by study hall/tutoring and enrichment activities after 4:30
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Year 2:

- Simple block schedule with a Humanities block (including English 2 and a world cultures curriculum), Advanced Algebra, and Spanish, enhanced by study hall/tutoring, enrichment activities and community service after 4:30
- Graduation into the upper grades by Bridge portfolio presentation
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Year 3:

- Summer experience (eg. Outward Bound course, Summer Search, METS Program, AFS, etc.)
- A mixture of year long and semester long courses, including college courses, that fulfill the A-G requirements. Classes will be distributed across all core academic subject areas
- Junior College Seminar including required test and college preparatory activities, as well as academic support sessions
- Required internship
- Judged Proficiency presentations towards meeting graduation requirements and competencies
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Year 4:

- Summer experience (eg. Outward Bound course, Summer Search, METS Program, AFS, etc.)
- A mixture of year long and semester long courses, including college courses, that fulfill the A-G requirements. Classes will be distributed across all core academic subject areas

- Senior College Seminar including test preparation, college applications, and scholarship support
- Judged Proficiency presentations towards meeting graduation requirements (and competencies)
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

ARISE Master Schedule Fall 2011

M, T,
Th, F

| Start | End | Period | 9A | 9B | 9C | 10A | 10B | 11 | 11 | 12 |
|----------|----------|--------|---------------------------------------|------------------|------------------|------------|----------------|------------|------------|---------------------|
| 8:45 AM | 10:00 AM | 1 | Humanities (English & Social Studies) | Algebra/Geometry | Math support | Humanities | World Language | Humanities | Algebra 2 | English |
| 10:00 AM | 11:15 AM | 2 | | Math support | Spanish | | Physics | | | |
| 11:15 AM | 12:00 PM | 3 | advisory | advisory | advisory | advisory | advisory | advisory | advisory | advisory |
| 12:00 PM | 12:45 PM | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:45 PM | 2:00 PM | 4 | Math support | Spanish | Algebra/Geometry | Spanish | Algebra 2 | Chemistry | Physics | Afro Latino History |
| 2:00 PM | 3:15 PM | 5 | Algebra/Geometry | Humanities | Humanities | Algebra 2 | Humanities | Trig | Humanities | Ecology |
| 3:15 PM | 4:30 PM | 6 | Spanish | | | Physics | | Spanish | | Chemistry |

TUE
SDA
Y

| Start | End | Period | 9A | 9B | 9C | 10A | 10B | 11A | 11B | 12 |
|----------|----------|-------------------|------------|------------|-----------|------------|------------|----------------|----------------|----------------|
| 8:45 AM | 10:00 AM | Community Meeting | | | | | | | | |
| 10:05 AM | 11:30 AM | 1 | Humanities | Humanities | Algebra/G | Ad Algebra | Humanities | Junior Seminar | Junior Seminar | Senior Seminar |

| | | | | | | | | | | |
|----------|---------|---|-------------------|--------------------|-------------|-------------|-----------|--|--|--|
| 11:35 AM | 1:00 PM | 3 | Algebra /Geometry | Algebra/ Geomet ry | Humaniti es | Humanitie s | Algebra 2 | | | |
|----------|---------|---|-------------------|--------------------|-------------|-------------|-----------|--|--|--|

Weekly: School-wide community meetings, shortened academic day for teacher collaboration

Typical School Day, 9th Grader:

- 8:45 Humanities
- 11:15 Advisory
- 12:00 Lunch
- 12:45 Math Support
- 2:00 Algebra
- 3:15 Spanish
- 4:30 Adelante Wordsmith Writing Workshop
- 6:00 School Day Ends

Typical School Day, 11th Grader

- 8:45 The Civil Rights Movement*
- 11:15 Advisory
- 12:00 Lunch
- 12:45 What is Sodium Laurel Sulfate? The chemistry of your every day food and body products*
- 2:00 Pre-Calculus
- 3:15 Open study period to work on Tuesday Laney College Spanish coursework
- 4:30 Ever Forward Club
- 5:30 School day ends

* These thematic courses would count for a year's worth of coursework in History, English, Chemistry, and Math respectively.

The California state standards are used as a foundation upon which to build curriculum and guide instruction that is relevant to the lives and interests of ARISE students. Projects, internships and fieldwork experiences, as well as the time in the classroom, will support students in meeting the California standards. Teachers meet together during weekly Professional Development time as well as common prep time to work on curriculum mapping to ensure that all projects are aligned with the

California State content standards and that the grading rubrics for the projects evaluate student progress on the standards.

ARISE High School requires standards proficiency beyond state requirements as all students are required to take A-G courses and exceed the graduation requirements set by both the district and the state. Students are not only required to demonstrate proficiency on state mandated assessments but have the added task of actively defending such proficiency before a panel of teachers, outside experts and community members. These presentations require students to demonstrate the application and transfer of knowledge and skills—a critical ingredient to post-secondary success. Ultimately, the required Proficiency presentations that ARISE students prepare and present (in scientific inquiry, mathematical thinking, literary analysis, historical research and understanding and artistic expression) demonstrate their proficiency in numerous key California standards. For example:

- Scientific inquiry: In addition to the specific content area of the topic the student presents on (whether it be an ecology or chemistry experiment, for example), students exceed many of the “Investigation and Experimentation” standards by developing “their own questions and perform[ing] investigations.” (p. 52 CA Science Standards)
- Mathematical thinking: In a presentation of a complex mathematical problem that fits within the student’s current mathematics curriculum (Trig, Pre-Calculus, or Calculus), the project might involve the student demonstrating all of the content standards (for example, standards 1.0-8.0 in Pre-Calculus).
- Literary analysis: In a paper and presentation analyzing one or more different literary texts, students demonstrate proficiency in most of the areas covered in English Language Arts Reading Standards 1.0 (Word Analysis, Fluency, Systematic Vocabulary Development) and 3.0 (Literary Response and Analysis), Writing Standards 1.0 (Writing Strategies), 2.0 (Writing Applications), Written and Oral English Language Conventions Standards, and Listening and Speaking Standards.
- Historical research and understanding: As with mathematics, in addition to the specific content area skills that will vary from topic to topic based on the students’ choice, students will also demonstrate “Historical and Social Sciences Analysis Skills” in this Proficiency. Required components of these Proficiency papers and presentations include “chronological and spatial thinking,” “historical research, evidence and point of view,” and “historical interpretation.”
- Artistic expression: Students demonstration of mastery in “artistic expression” is open to even more variation. Depending on the art form and the type of presentation, students are steered towards the applicable standards. For example, if a student chooses to put together

a show that consists of a series of original oil paintings, they are expected to demonstrate Advanced Visual Arts standards of "Creative Expression" 2.1, 2.2, and 2.3 (under Skills, Processes, Materials, and Tools, p. 156 Visual and Performing Arts Standards) as well as standards 2.4 and 2.5 under the heading of "Communicate and Express Through Original Works of Art."

Many of the English Language Arts Standards, in terms of reading, writing and speaking, will be demonstrated across the other Proficiency areas just as they are taught and practiced within courses across the curriculum. Additionally, the skills and knowledge that students demonstrate in their Proficiencies will often have been demonstrated previously as well in their coursework for individual classes. Content standards are a part of all course objectives and ongoing classroom presentations, as well as the more elaborate Proficiency presentations. These performance based assessments, along with ongoing NWEA computer adaptive value-added testing and writing assessments, assist teachers and advisors in monitoring standards proficiency throughout the academic year.

ARISE High School draws upon a variety of teaching materials that support the school's philosophy and approach. A text-rich environment and extensive classroom libraries, in addition to the resources provided by the Oakland Public Library that shares our courtyard and with whom we have a strong relationship, will support the school's focus on building literacy across the curriculum. There are novels, non-fiction and anthologies for students at every level and relating to a wide range of interests. Literature circles and reading groups allow for student choice and differentiation in addition to texts that are read by entire classes. Every teacher has access to technology for their classes so that print materials can be supplemented by online resources, and students become technologically proficient, by doing research and using technology to create projects and demonstrate proficiency in the various content areas. With the school's experiential approach and commitment to using the Oakland community as part of our extended classroom, teachers and students also access learning resources from outside of the school, such as local museums, libraries, businesses, community organizations, etc.

Adelante Student Support Services Program

In order for ALL students to be able to meet the high expectations that ARISE High School holds, a thorough system of support is critical. While our entire school is designed in such a way as to make the education experience highly personalized, attentive, and nurturing, *Adelante Student Support Services* is both structure and philosophy at ARISE to provide more intensive support. While there are systems and programs that exist within the *Adelante* canopy, *Adelante* itself cannot be reduced to a process or policy. As such, *Adelante* partners with the *All In!* project of the Seneca Center to create the conditions, procedures, and resources to support struggling students academically & socio-emotionally using these approaches: Personalization,

Response to Intervention (RTI), and Restorative Justice. Structures to activate *Adelante* include:

- Advisory (four days per week)
- Coordination of Services (COS) (weekly)
- Academic Intervention (school day and after school programs)
- Socio-Emotional Group Counseling
- 1 on 1 *Adelante* Counseling
- Mediation Referrals (peer to peer or student to teacher)
- Youth *Adelante* Leaders Council

Advisory

Each student meets daily in their advisory and will keep the same advisor for all their years at ARISE High School. Advisories are mixed grade (either 9/11 or 10/12), have no more than 18 students, and a student's advisor will be their main ally and advocate as he or she goes through the four years of high school. The advisor is the primary contact with the student's family, conducting home visits and facilitating semi-annual student/parent/advisor conferences. If the student needs academic support, has an issue with another teacher, or even a personal issue, the advisor should be the first person the student can go to. Responsibilities of advisors include:

- Provide academic and personal guidance and support to an Advisory class of 16 students, with the first objectives of students attending school daily and passing all classes
- Exemplify and reinforce the school's core values in (and beyond) Advisory
- Collaborate with students, parents/guardians and other teachers to address the academic and social needs of advisees; provide consistent follow-up with/for students, parents/guardians and teachers in the role of Advisor
- Facilitate semi-annual student-led parent, student, advisor conferences
- Conduct home visits to meet with advisees and their families
- Acts as the "first responder" if advisees have issues in other classrooms for which those teachers need support

Coordination of Student Services (COS)

The Coordination of Student Services (COS) Team meets a minimum of 1 hour every week to organize and review actions implemented to provide additional academic, behavioral, and/or socio-emotional support to students. Within the COS Team meeting, students newly referred to the group are reviewed, and the previous week's actions for students are revisited. The team is comprised of the Intervention Teacher, School Counselor, *Adelante* Coordinator, Co-Principals, and the teacher/advisor(s) most familiar with the newly referred student(s).

Extended Day

The school day goes from 8:45 am until 4:30 pm on Mondays, Wednesdays, Thursdays and Fridays. There are after school activities and intervention classes until 6 pm so that all students are able to get the support and enrichment that they need. During this time, students will be able to complete their homework, get extra help in classes and subjects in which they might be struggling, and participate in small group instruction in English Language Development or other options that may be created based on the needs of the students. In addition, ARISE will offer several club activities based on student interest.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING²

It is ARISE High School's intent that the majority of incoming students will previously have been "underachievers" and it is the school's goal to raise students' achievement levels significantly and quickly. Not only is the curriculum be designed to engage these students and inspire them to work harder than they did previously, but the high level of personalization and added supports will also help raise achievement levels.

All students have an advisor and other teachers who work with a limited number of students over the course of a week or semester and can therefore provide extra help and attention to struggling students. Advisors and teachers regularly examine standardized test scores, classroom and school-based assessments and other data about individual students' progress to identify those who are having difficulty. This data is used to personalize the teaching and nature of the extra support students will receive. In addition, the school's Adelante program is designed to provide a safety net, extra time and resources for any student who needs help catching up.

The staff meets as a full group twice a week for a total of four hours with some of this time devoted to "student study" meetings. At our separate weekly COS (Coordination of Services) Team meeting, ARISE administrators, Seneca staff (including a resource specialist and therapist) and other key teachers and staff meet for an hour to discuss individual students who are low achieving and/or have special needs, what interventions are being put in place for them, and how effectively those interventions are working. At these weekly meetings, teachers look at individual students' progress and discuss specific student needs, challenges and strategies for moving the students forward on all fronts: passing individual classes, improving skills, scoring higher on state tests, overcoming emotional or personal challenges, successfully completing graduation requirements, etc.

² Preference shall be given to petitions that demonstrate the capability to provide comprehensive learning experiences to (students) identified by the petitioner/s as academically low-achieving pursuant to the standards established by the State Department of Education under Section 54032. [Ref. California Education Code §47605(h)]

Credit Recovery

ARISE's focus on demonstrating mastery is such that our grading system is either A, B, or NC/IP. However, we also provide multiple opportunities and pathways for recovering credit. While every student has the opportunity to make up missing credit and demonstrate mastery even after the conclusion of a class, we are particularly focused on creating accelerated pathways to graduation for our overage students and students with special needs who might be the most likely to feel overwhelmed by the magnitude of our extra rigorous graduation requirements and therefore to drop out or transfer. ARISE's accelerated credit recovery program includes a process of "validation," mirroring the UC process for validating lower level math classes with successfully passed upper level ones for math, English, Spanish, and biological sciences, as well as on-line or other non-seat-bound options. In coordination with Adelante program leaders and at the discretion of a Co-Principal, alternatives to our graduation requirements may be provided, as long as the student still meets the core A-G requirements.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

ARISE offers a highly personalized learning environment for all of its students, including those who are academically high achieving. With the school's focus on student-centered projects, differentiated instruction, internships, college courses and other out-of-school opportunities, every young person will be challenged and stretched appropriately. On the classroom level, for example, a student who comes to the school as a high achiever, will be encouraged to choose a more sophisticated text for a literature circle in his or her humanities class. This same student might pursue a high-level internship that demands sophisticated math, science or communication skills and take a class at Laney College as early as in their freshman year.

These students will be identified in the same way as the "academically low achieving" students. With ARISE High School's highly personalized approach, our advisory structure, COS Team meetings, and regular student study team meetings, data will be collected and analyzed regularly with a lens towards determining how to best serve the needs of the individual student. Baseline NWEA and other assessment data will be examined for incoming students and supplemented once their careers at ARISE High School begin with updated test and grade data along with other classroom and school-based assessments.

It is the goal of ARISE High School that ultimately all of our students will become "high achievers" and students will be provided the necessary support for this to happen.

PLAN FOR ENGLISH LEARNERS

ARISE High School's English learners take the California English Language Development Test (CELDT) to determine their levels of proficiency in the English language. The test, as well as the NWEA test, the SAT writing prompt, and the

school's own local assessments, determines the personalized educational plan best suited to each individual student. For example, a student who needs extra support in reading would be assigned to our Adelante reading intervention program.

As with all of the other sub-groupings of students, the school's English learners will also benefit from the highly personalized approach of ARISE High School by having an advisor and other teachers who serve limited numbers of students and are thus better able to respond to individual needs, offer extra attention and support. While students will be in heterogeneous classrooms for their core academic subjects, our Adelante support programs are designed to provide additional small group and individualized instruction for different purposes, including targeted English language development instruction. Based on the needs of our students our extended time is flexible enough to add additional courses as necessary, such as the Wordsmith Writing Workshop, which has provided additional ELD support for students.

As a way of building literacy in their home language, these students are also encouraged to take advanced classes in their native language both at the school and at local colleges. Research supports that this is an effective way of building English literacy as well. Building on the world of youth development resiliency research, a part of ARISE High School's philosophy is that every student brings particular strengths as well as struggles and it is equally important to build on strengths and allow all students to shine and experience success.

Since approximately 75% of our students are English Language Learners, all of ARISE's staff receives professional development in teaching students for whom English is a second language both during our weekly three hour in-house professional development time as well as from outside providers.

In order for a student to be re-designated English Proficient, he or she must meet the following criteria:

1. CELDT Test: Score Early Advanced or Advanced
2. CST ELA: Score Basic or above
3. English Class grades: Receive a grade of B or higher

If the student meets these criteria, then the COS Adelante Team will review the student along with his or her advisor. If no concerns are raised, then the student will be re-designated. Notice of this change will be sent home to the family of the student, and the school's records will be updated accordingly.

PLAN FOR SPECIAL EDUCATION

ARISE High School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Act ("IDEA").

During its first years of operations, ARISE has functioned as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code 47641 (b). During each school year during which the school operates as an arm of the district for special education purposes, the school shall pay the district an amount of funding per unit of average daily attendance equal to the district's direct costs of providing special education and related services minus the district's revenues from all special education and transportation and funding sources. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

ARISE High School and the Oakland Unified School District shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code 47646 (b). The school and the district shall work in good faith to document the specific terms of this relationship in an annual contract or memorandum of understanding.

The school shall have the right to pursue independent local education agency (LEAs) and/or special education local plan area (SELPA) status pursuant to Education Code 47641 (a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by the Education Code Section 47641 (b), and shall continue to receive funding and services pursuant to the terms of this section and an annual agreement.

In the first years of operations, ARISE High School worked with the district to help ensure that the needs of our students with IEPs were met. As part of the assessment system described above and in coordination with the District, ARISE High School manages the IEPs as well as the graduation plan of all special needs students. A dedicated special education teacher (on AHS staff or from the district) will write the IEPs, be responsible for communicating with the other staff members, conduct IEP meetings and make sure that the students' individual learning needs are attended to (and conditions of the IEPs are met.)

All ARISE High School students, regardless of whether or not they have special needs, has access to the same college-prep, rigorous curriculum. ARISE High School's philosophy is based on an inclusion model, with additional support built in to both the regular school day, as well as during extended day hours. Because of this inclusion model, all of our IEP students are educated in the least restrictive environment most conducive to their learning.

We do not have a tremendous need to identify students as needing special education services since ARISE High School is a high school and it is rare for students to be identified at such a late state; however, ARISE High School will continue to work with OUSD, another SELPA, and/or service provider to make sure that such identification services are available as needed and set up SSTs as appropriate.

SECTION 504/ADA

ARISE High School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

Further, ARISE High School has adopted and implemented a policy, which outlines the requirements for identifying and serving students with a 504 accommodation plan. ARISE recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of ARISE High School. Any student who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by ARISE High School and shall be accommodated.

Alternative Grading Options for Students With Special Needs

In recognition of the fine line between effectively accommodating the needs of our students with IEPs and helping our students reach their fullest potential and meet our rigorous expectations, it is our goal to graduate all of our special needs students with their A-G requirements met with a grade of B or higher. However, in cases where a C grade for a student with a learning disability is a significant accomplishment that will still further that young person's progress towards college, in consultation with the teacher, our resource specialist and Adelante program leaders and at the discretion of a Co-Principal, a C grade may be assigned. Also, in extreme cases and as part of the IEP process, a Co-Principal may also have the discretion to issue a diploma based on the modifications required in the IEP

B. MEASURABLE STUDENT OUTCOMES

There are school-wide goals and objectives that ARISE High School holds for itself and all of its students, as well as individual areas in which we expect each one of our students to demonstrate proficiency prior to graduation. The school's overall goals and objectives include the following:

- 60% of each cohort of 9th graders enrolled 4 years prior either remain enrolled or graduate having met A-G requirements
- 90% of our students will make progress, as measured against themselves, on value-added measures including NWEA and the SAT writing test, within each school year.
- All graduates will pass the CAHSEE.
- All ARISE High School graduates will meet UC eligibility requirements as well as additional course requirements.
- Every student will take at least two college level courses by the time he or she graduates.
- The school will maintain a minimum of a 90% attendance rate.
- All graduates will have taken either the SAT or ACT.
- All graduates will have completed applications to at least three colleges or universities.
- All ARISE High School graduates will participate in at least two educational programs outside of the classroom
- All graduates will successfully complete, present, and defend four academic Proficiencies that demonstrate mastery of key skill and content areas aligned with the California state standards. These proficiencies are in:
 - Scientific inquiry
 - Mathematical thinking
 - Literary analysis
 - Historical research and understanding
- Students will also be assessed according to how they demonstrate the following Habits of Mind and Heart:
 - ◇ The Habit of Perspectives & Evidence
Addressing questions from multiple viewpoints and using a variety of ways to solve problems and bringing together relevant information, judging the credibility of sources, finding out for one's self
 - ◇ The Habit of Connection
Looking for patterns and for ways in which things fit together in order to bring together diverse material and form solutions

- ◇ The Habit of Convention
Meeting accepted standards in any academic area in order to be understood and to understand others; adhering to appropriate guidelines for the different environments one is in such as school, internship sites, etc.
 - ◇ The Habit of Perseverance
Seeing things through and staying in there even in the face of adversity
 - ◇ The Habit of Exploration & Innovation
Seeking and being open to new experiences and ideas; taking risks and meeting challenges; creatively coming up with new solutions and ideas
 - ◇ The Habit of Collaboration
Accepting and giving assistance; working with diverse groups of people
 - ◇ The Habit of Leadership & Integrity
Taking initiative in the service of the common good; doing the right thing even when no one is looking; acting ethically, with honesty and compassion for others
- While student achievement is the ultimate measure of the school's success, it is also important that students and families are satisfied with the program and direction of the school and feel as if it is meeting their needs. A minimum of 85% of our students and families will express satisfaction with their experience at ARISE High School, as measured by survey data.
 - It is our goal to have a minimum of a 90% four-year college admission rate and to have 80% of graduates matriculate to a two- or four-year college

ACADEMIC PERFORMANCE INDEX

As part of the annual cycles of inquiry and regularly looking at school and student data to inform school improvement plans, ARISE High School staff and key stakeholders will continue to analyze the school's Academic Performance Index and Adequate Yearly Progress targets to create plans for meeting the goals and raising the API score.

C. ASSESSMENT METHODS

ARISE High School believes that through project and community-based learning, differentiated, highly personalized instruction, and heterogeneous groupings of students, the needs of a diverse array of learners will be successfully met. ARISE High School has a system for facilitating both individualized goal-setting and standardized school-wide expectations and requirements, as well as school-wide and

individual assessment processes. Multiple measures will be used to assess individual students as well as the school's overall progress.

ARISE students are assessed on their ability to perform real-world tasks that demonstrate meaningful application of the essential standards-based knowledge and skills that they will acquire during their time at ARISE. We believe that in order to be productive citizens, students should become proficient at performing tasks they will encounter when they graduate. We teach students to *use* mathematics to solve real-world problems, to *problem solve and analyze* historical events, and to *conduct* authentic scientific investigations, not just *know* these disciplines. As a result, the way that we assess ARISE students drives the way we envision, plan, and execute our curriculum. The cornerstones of our assessment model are portfolios, exhibitions, and demonstrations of mastery.

Assessment at ARISE looks very different from traditional assessment. In each course, students are evaluated on their level of mastery of each habit of mind and heart within the context of the discipline. Students are assessed according to their level of mastery in each unit, and then summatively at the end of each semester.

Learning Targets:

These are the essential standards-based knowledge and skills students are expected to master by taking the course. The teacher is engaged in a constant inquiry cycle to assess student mastery of these targets using different strategies and techniques, and the teacher is ultimately accountable for student mastery of these targets.

Habits of Mind and Heart:

These are the core practices of thinking and ways of being that we want our students to absorb and develop. Each learning target is tied to a habit of mind or habit of heart. Every day students should understand how what they are doing is connected to the Habits.

Formative Assessment:

During every class, the teacher uses formative assessment to track student learning. Through asking questions, class discussion, group work, conferencing, mini-presentations etc, the teacher observes student progress towards the learning targets.

Summative Assessment:

Although summative assessments can happen at any time during the semester, there are two times that summative assessments must occur: the mid-semester, and the end-of-semester. The mid-semester summative assessments are called "portfolio documents" and are standardized by the department. The end-of-semester summative assessments generally are final projects/performances in the 9th and 10th grades, and the Proficiencies in the Senior Institute.

Rubrics & Holistic Assessment:

At ARISE, we do not calculate grades through percentages or points. We use rubrics to provide detailed and meaningful feedback based on student progress towards the learning targets. Every assignment has a rubric, and students should be familiar with the rubrics before they begin the assignment. At the end of each quarter, report cards are made using a rubric that contains the learning targets for that period of time. Students either Exceed, Meet, Approach, or Do Not Meet the target. This system allows the teacher to use formative and summative assessment to determine what students have actually learned, rather than calculate what students have done.

Grade Translation:

Students can only receive a grade of B or higher at ARISE in order to ensure mastery and in order to graduate our students UC/CSU eligible. Because we need to send college transcripts and cannot simply send our rubrics, we have a grade translation document that shows how the rubrics translate to a grade. If a student has a Does Not Meet for any Habit, then he or she cannot pass the course. However, we do not want the conversation with students to be about grades. We want it to be about learning and mastery.

Standardized Assessments:

ARISE High School will administer the following state-wide assessment tests annually: the California High School Exit Examination, the California English Language Development Test, the physical performance test, and the STAR tests. In addition, all of our students will be required to take either the SAT or the ACT. Three times a year, NWEA's computer-adaptive, value-added tests will be administered to assess student growth and learning in math and English. Twice a year, the SAT writing prompt will be administered to all students and double scored to track individual progress.

Other Assessment Measures:

Through our pioneering performance based evaluation and compensation system supported by the Reach Teacher Incentive Fund Consortium work, including the research of our UC Berkeley evaluators who are studying ARISE, we are gathering additional data and evaluations. NWEA and other standardized test assessments, analysis of teacher and student work; measures of college readiness, matriculation and attendance data all help to give us a comprehensive picture of how our students are doing and how to best improve our student achievement outcomes.

In addition to conducting and reviewing students' scores on state assessment tests such as the California Standards tests and the California English Language Development Test, incoming ARISE High School students will be assessed in numeracy and literacy using NWEA MAP testing as well as writing assessments to determine baseline data for individual goal-setting and instructional accommodations. Every student will have an individualized graduation plan (an addition to an I.E.P in the case of our special needs students.) Student growth will be assessed through student

portfolio presentations, teacher progress reports and report cards, and progress towards individual graduation plans , in addition to progress on standardized tests. Through their portfolios, students will demonstrate mastery in all of ARISE High School's key learning areas (see previous sections).

In their presentations, as well as their family conferences, students will discuss both their strengths and weaknesses in each area of learning and together with their families and teachers, adjust their individualized graduation plans to best respond to their particular needs. For example, a student who has not yet demonstrated proficiency in English as measured on the CELDT exam will schedule additional English language tutoring during our after school sessions and might choose a homestay experience in the summer in a monolingual, English-speaking household in another part of the country. A student who is a very proficient reader and might be feeling somewhat under-challenged in his ninth grade Humanities class by the level and number of texts can elect to take a college literature course at Berkeley City College or plan an independent study project based on starting his English literature proficiency portfolio. A junior who struggles with math might put in her graduation plan an internship in an accounting firm or learning how to do bookkeeping for a small business. Another junior might elect to take a Chemistry class based on a learning expedition on the chemistry of everyday food and products as well as a college Bioethics class to further her passion about science and interest in pursuing a biochemistry major in college.

The chart below demonstrates how the school's assessment methods will measure the school's outcomes:

OUTCOME

METHOD(S) OF ASSESSMENT

All graduates will pass the CAHSEE.

CAHSEE results provided by the state and monitored for individual students in their files
Measured by individual test score data and collected in Formative Learning

90% of our students will make progress, as measured against themselves, on value-added measures including NWEA and the SAT writing test, within each school year.

60% of each cohort of 9th graders enrolled 4 years prior either remain enrolled at or graduate from ARISE having met A-G requirements

Tracking of enrollment and graduation data housed on Formative Learning

All ARISE High School graduates will meet UC eligibility requirements as well as additional course requirements.

Transcripts of graduates

All graduates will have completed applications to at least three colleges or universities.

Tracking of students' college application submissions

It is our goal to have a minimum of a 90% four-year college admission rate and to have 80% of

Collecting college acceptance and matriculation data and inputting it on the

| | |
|---|--|
| graduates matriculate to a two- or four-year college | Formative Learning platform; following up with graduates after graduation |
| All graduates will have taken either the SAT or ACT. | SAT or ACT test results monitored in student files |
| The school will maintain a minimum of an 90% attendance rate. | Attendance records |
| All ARISE High School graduates will participate in at least two educational programs outside of the classroom. | Student documentation and records kept in files, graduation requirement tracking tool |
| Every student will take at least two college level courses by the time he or she graduates. | Transcripts/grades from the courses obtained from the institutions of higher education kept in students' files and/or entered on our transcripts; data collected on Formative Learning |
| Every student will produce evidence of their proficiency in specific content areas, which they will then defend before a panel of educators and content experts. Students are required, at minimum, to create and present "Proficiencies" for defense in the following areas: | Student portfolios and rubrics used by panels to score their presentations. Evidence of scores kept in student files and used as one of the determinants for graduation. Graduation numbers will reflect students who successfully complete and defend these portfolios. |
| <ul style="list-style-type: none"> • Scientific inquiry • Mathematical thinking • Literary analysis • Historical research and understanding | |
| All students will demonstrate development of ARISE High School's Habits of Mind and Heart | Rubrics and grading systems in every class reflect assessment of Habits of Mind and Heart. These assessments are a part of the progress reports shared with families and maintained in student files. |
| 85% Student and Parent Satisfaction | As measured by survey data and interviews |

USE AND REPORTING OF DATA

ARISE High School's commitment to continuous improvement is evident in the following data-driven processes and structures created and sustained to allow all learners opportunities to continue to develop intellectually:

- School administrators, teachers, students, and parents regularly practice habits of reflection, critique, and revision.

- The school regularly collects and analyzes student achievement data, disaggregated by different subgroups within the school, e.g. race, ethnicity, gender, class, etc. School staff uses this data to address issues of predictability and inequitable distributions of student achievement.
- The school community participates in annual School Self-Reviews, sharing results with the broader public and collaboratively setting goals for the future.
- School staff engages in teacher-led inquiry and action research connected to classroom practice and student achievement goals.
- Teachers observe one another and give each other feedback on their practice.
- School staff participates in Critical Friends/Inquiry Groups and hosts school visits from critical friends.
- School staff works to improve cultural competency and seeks ways to understand and improve relationships with students and the communities to which they belong.
- School staff designs and participates in extensive, ongoing professional development aligned with the school's mission and goals while building an effective, thoughtful, adult learning community at the school.
- All teachers and instructional leaders collect, review, and analyze data on their effectiveness as well as student achievement using the Formative Learning platform built to support our performance based evaluation and compensation system.

The school faculty, in collaboration with the greater school community and key stakeholders, conducts ongoing cycles of inquiry, using the data described in the previous section, disaggregated by different categories of the school's population, as well as in-depth analysis and discussions of student work, to assess how the school is progressing and what adjustments need to be made to the school's program. For example, if the vast majority of students are easily passing the California High School Exit Exam in English, but a majority are failing the Math component, the faculty would conduct an inquiry project about the math curriculum in the 9th and 10th grades and look closely at teacher practice and student work in those classrooms. The staff might also pilot math competitions through advisory or adjust the math test preparation lessons happening after school. In addition to looking for school-wide trends, the faculty will also conduct regular student study team meetings, looking at individual students and how effectively the school is addressing their needs. Finally, the same cycle of inquiry will be used to examine the school's API and AYP growth targets.

The school uses PowerSchool, Data Director, and Formative Learning to manage student data. Overall school data is available on our website. ARISE High School's School Accountability Report Card, API and AYP, targets, and growth will also be available on the website, as will samples of student work. The greater the transparency of the work of the school and its overall progress, the more successful we will be.

If ARISE High School does not test (i.e., STAR) with the District, ARISE High School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

Since student and parent satisfaction are critical to the school's success as well, the student and parent surveys evaluate the quality of the ARISE High School experience for students and families and student and parent satisfaction will also be used in the school's annual cycle of inquiry and ongoing data-based school improvement efforts.

As mentioned earlier, ARISE is also being evaluated by a team from UC Berkeley as part of our Reach Teacher Incentive Fund Consortium work.

PUBLIC RECORDS

ARISE High School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including ARISE High School, to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at ARISE High School and of the District. ARISE High School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that ARISE High School does not have that ARISE High School needs in order to meet its obligations, the District shall provide the same to ARISE High School in a reasonably timely manner upon request.

EXTERNAL REPORTING

ARISE High School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

D. GOVERNANCE

ARISE High School shall be a public charter school operated by a duly constituted California Public Benefit Corporation pursuant to California law. This nonprofit corporation will continue its existence notwithstanding any withdrawal of charter status.

As provided by the California Corporations Code, ARISE High School will be governed by its Board of Directors, whose members will have a legal and fiduciary responsibility for the well-being of the organization. The Board of Directors will be composed of five to fifteen members who will have experience in the following areas of expertise:

- Curriculum & Instruction,
- Management & Leadership,
- Financial Management,
- Legal Issues,

ARISE High School will seek members who may also have the following expertise:

- Community & Public Relations,
- Standards & Assessment,
- Parent/Guardian Relations & Outreach,
- Organizational Development
- Facilities & Real Estate.

The board will include at least one staff person who is employed by the school and one parent representative whose child attends the school, and a non-voting student representative. Oakland Unified School District as the chartering authority may recommend one member to sit on the board. To prevent any real or perceived conflict of interest, this district representative will not be a district staff or board member and will sit on the board as a nonvoting member who facilitates communications and mutual understanding between the charter school and the district.

The school will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The Board of Director's major roles and responsibilities include:

- Adopting and overseeing the budget and fiscal affairs of the school;
- Approving policies and procedures regarding employment, including but not limited to, appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;
- Incurring temporary debts in anticipation of the receipt of funds;
- Overseeing the performance and ensuring accountability of any outsourced service providers;
- Establishing the annual academic calendar;
- Designating depositories of school funds;
- Establishing admissions policies and procedures;
- Hiring, evaluating, and dismissing the Executive Director;
- Approving contracts above \$10,000;
- Contracting with an external auditor to produce an annual financial audit according to Generally Accepted Accounting Principles;

- Appointing and removing members of the Board of Directors pursuant to the bylaws;
- Prescribing the duties of the Board of Directors;
- Reviewing discipline procedures and hearing discipline appeals;
- Developing and maintaining relationships with community, neighborhood organizations, and other agencies;
- Organizing fundraising campaigns for ARISE High School;
- Having and exercising all of the powers and means appropriate to affect the purpose or purposes for which the school is chartered.

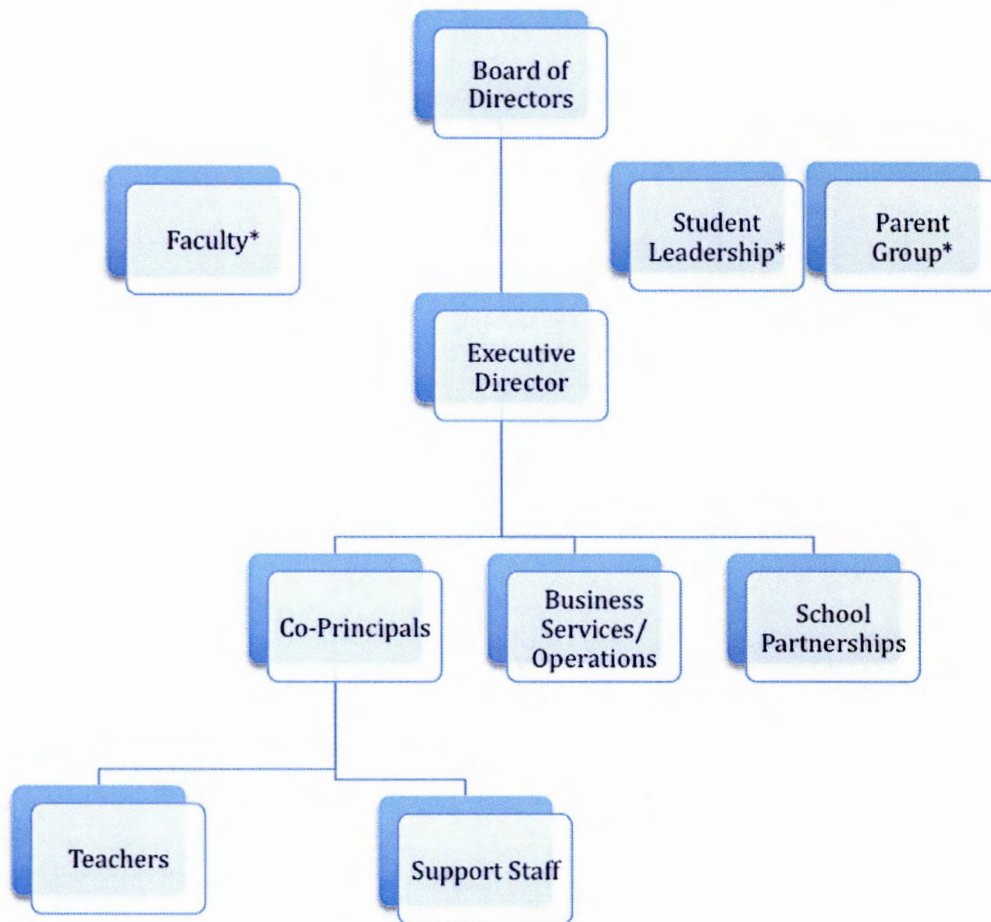
The Executive Director will oversee that the instructional leadership effectively manages the day-to-day administration of the school such as program planning and implementation, including curriculum, instruction, assessment, and staffing. The Executive Director will manage the other school leaders and ensure that the school remains on track academically.

Business and financial administration such as SACS compliant financial accounting, cash flow management, accounts payable/receivable, payroll, and government reporting will be provided by an outsourced financial services company. The financial services company will work closely with and under the guidance of the Executive Director under the ultimate authority of the Board of Directors to maintain the fiscal health of the school. The Board will implement internal financial controls appropriate for a non-profit charter school.

Bylaws for the school specify the terms of service and procedures for electing new directors. The Board of Director terms are staggered so as to ensure continuity in school governance.

The Board of Directors receives training including but not limited to governance, fundraising, charter school finance, the Brown Act, and general laws applicable to charter schools. These trainings are conducted by expert consultants or knowledgeable board members or staff.

ORGANIZATIONAL CHART



* Each body sends a representative to serve on the Board of Directors

PARENT GROUP/LOCAL ORGANIZING COMMITTEE

ARISE High School will also be served by a Parent Group/Local Organizing Committee (LOC) consisting of and led by parents of currently enrolled students at the school. The LOC shall also recommend parent nominees to serve as the parent delegate to the Board of Directors. Additional roles of this council include:

- Outreach to parents and families of potential incoming students (at middle schools and local community organizations);
- Working to ensure balanced and inclusive participation from all families;
- Working with staff to organize school open houses for new potential students and families;
- Fundraising for the school;
- Establishing effective methods of communicating input from parents to school administration, teaching staff and Board of Directors; and identifying other ways for effective parent involvement with the school

FACULTY

Because we are such a small school, all of the teaching staff participates in decision making and leadership, with one representative elected by the faculty to serve on the school's Board of Directors. This representative will bring the faculty perspective to school decisions.

STUDENT LEADERSHIP

The student body will elect representatives to serve on student leadership. The student leaders will in turn elect one of its members to serve on the Board of Directors in a non-voting capacity. The representative will bring the student perspective to school decisions.

ASSURANCES

ARISE High School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, sexual orientation or disability. ARISE High School will comply with all applicable federal, state and local laws. It will purchase and maintain as necessary general liability, automotive liability, errors and omissions, workers compensation and unemployment insurance policies. To the extent allowable by law, the Board of Directors may delegate the implementation of its duties to the Executive Director, employees of the school or other responsible parties.

ARISE High School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it

may be changed from time to time as long as the charter school has been given written notice of the policy change.

ARISE High School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. ARISE High School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of [CHARTER SCHOOL], it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by [CHARTER SCHOOL] by law or charter provisions.

Members of ARISE High School's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

ARISE High School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

ADDRESSING PARENT COMPLAINTS

ARISE High School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. ARISE High School will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

ARISE High School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with ARISE High School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ARISE High School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

ARISE High School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

ARISE High School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

E. EMPLOYEE QUALIFICATIONS

Qualifications of School Employees

ARISE High School shall meet all requirements for employment set forth in applicable provisions of law. All staff will be required to have TB tests, be fingerprinted, and have background checks conducted before employment.

ADMINISTRATOR QUALIFICATIONS:

Administrators at the ARISE High School should possess leadership abilities, a comprehensive portfolio that clearly demonstrates success in leadership, a comprehensive educational vision that is consistent with the school's mission and educational program, and skill in hiring and supervising certificated and classified staff,

The minimum criteria for administrators include having:

- a California Administrative Credential or similar experience/educational background;
- evidence of educational leadership
- positive references from immediate and past employers
- knowledge of the state accountability system in California
- human relations skills necessary for creating a collaborative and spirited school culture focused on raising student achievement.

TEACHER QUALIFICATIONS:

It is ARISE High School's intent to hire the best teachers available. Our staff has a wide range of expertise and experience, particularly in project-based learning, ideally in an expeditionary learning environment. Our expectation is that we have teachers who believe our children can meet rigorous academic expectations and will hold them to high standards. Furthermore, they must be willing to commit to professional

development, which will be ongoing and consistent throughout the academic year, as well as work within our performance based evaluation and compensation system.

All core teachers (Math, Science, Social Studies, Language Arts) at ARISE High School will:

- hold a California teaching credential, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.
- Will demonstrate proficiency in the subject they will teach.
- Have previous experiences working with the types of students who attend ARISE High School.
- Make an investment in the school's philosophy, vision, and pedagogy.

We will comply with recent legislation regarding charter schools and teacher credentialing, ensuring that every student will have a 'highly qualified' teacher. Furthermore, when applicable, ARISE High School will sponsor teachers to attain any credits that will contribute to National Board certification.

ARISE High School recruits and hires a diverse faculty composed of highly qualified teachers with demonstrated positive attitudes and willingness to serve historically under-served children. We achieve this goal through conducting statewide and national searches to hire the finest teachers available. This includes contacts to highly regarded graduate and education schools, teacher training programs, and experienced teachers.

Teacher orientation is comprehensive, consisting of two weeks of professional development prior to the beginning of the school year to ensure a thorough understanding of ARISE High School's programs and effective teaching practices. Every teacher will be trained in standards based instruction, student assessment, and expeditionary/project-based learning pedagogical strategies. Ongoing professional growth opportunities will be provided through teacher coaching and mentoring, collaborative grade level and vertical articulation meetings, orientation to new curriculum, formal training through the Reach Institute for School Leadership, and designated staff development opportunities.

Teacher attributes include (but are not limited to):

- Willingness to work in an urban environment with diverse students
- A clearly articulated vision of what a high school education should exemplify
- Evidence of a portfolio of work that suggests excellent teaching
- A desire to be part of a team that believes in high academic performance for all
- Strong interpersonal skills and a desire to achieve success

ARISE High School employs approximately 12 teachers. Hiring criteria includes state certification, a willingness to adapt to change, strong interest in professional development, an ability to work collaboratively with peers, and a demonstrated

understanding of how shared accountability will result in a strong academic environment for children. Teaching applicants must welcome the unique challenge of teaching at high levels with expectations that exceed many public schools. All faculty and staff at ARISE High School will be considered "at will" employees and the contracts will clearly articulate this designation.

EMPLOYEE REPRESENTATION

ARISE High School shall be deemed the exclusive public school employer of the employees of ARISE High School for the purposes of the Education Employment Relations Act (EERA). ARISE will adhere to all applicable provisions of EERA.

F. HEALTH AND SAFETY

ARISE High School has adopted and implemented a comprehensive set of health, safety, and risk management procedures and/or policies. These procedures and policies have been developed in consultation with the school's insurance carriers. The school:

- Requires all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Implements procedures to prevent contact with blood-borne pathogens and other communicable diseases.
- Has adopted a policy regarding the administration of medication in accordance with Education Code § 49423
- Requires all employees be tested for tuberculosis in accordance with of Education Code § 49406
- Requires that each employee of the school who is required by law will submit to a Department of Justice background check and furnish a criminal record summary as required by Education Code Section 47605 (b)(5)(F).
- Requires all staff to be mandated child abuse reporters and provides training on the matter
- Requires that instructional and administrative staff receive training in emergency response, including CPR and first aid.
- Is housed in a facility that has received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- ARISE High School shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Has adopted an extensive emergency plan that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes teachers, administrators,

counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies.

- Is established as a drug, alcohol, and tobacco free workplace.

These policies and procedures have been and will continue to be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the board of directors and by the faculty and staff.

G. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

It is the explicit goal of ARISE High School to ensure that the racial and ethnic balance of the student population at ARISE High School will be reflective of the population within the Oakland Unified School District. Since ARISE High School believes that in order for students to become adequately educated in the 21st century, they need to be skilled at communicating and working with a diverse cross-section of people from many different backgrounds and environments, having a diverse student population is important.

ARISE High School is located in the heart of the Fruitvale neighborhood in Oakland, accessible to our community partners and local feeder middle schools, and easily accessible by public transportation.

Many venues for outreach are used to inform the community of the mission, goals and objectives of ARISE High School. The diversity of the Oakland community is targeted by our recruitment efforts. Recruitment presentations are given at and for the following collaborating community agencies and middle schools:

Community Agencies

- Mills College Educational Talent Search
- Oakland Community Organizations (OCO)
- Oakland Housing Authority

Middle Schools

- Elmhurst Community Prep
- Urban Promise Academy
- United for Success
- ASCEND

Other recruitment activities include:

- Developing and distributing marketing materials in multiple languages;

- Visiting and speaking at local community based organizations, such as the ones listed above, in targeted low-income neighborhoods;
- Speaking at civic organizations, with a particular focus on local community populations;
- Inviting local television and print media reporters to report on the school;
- Encouraging teacher referrals from other campuses;
- Reserving an 80% admissions preference for “first-to-college” students—students who come from families where they would be the first to graduate from a 2- or 4-year college.

H. ADMISSIONS REQUIREMENTS

Students are considered for admission without regard to ethnicity, national origin, gender, disability, or achievement level. ARISE High School will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. ARISE High School is open to *all* students in the state of California who wish to attend the school.

The following admission requirements, timelines, and procedures apply at ARISE High School:

The admissions process will be carried out in two phases. Each year, ARISE High School sponsors an open enrollment period that will be completed by March 1. If the number of applicants exceeds the maximum or required number of students, enrollment will be determined by a public random drawing (“lottery system”). Preferences in the lottery system will be granted as follows:

- (1) 80% of capacity at each grade level “first-to-college” students who reside within the District—students who come from families where they would be the first to graduate from college;
- (2) siblings of ARISE students and children of ARISE High School staff, design team members and Board members

Once admitted to ARISE High School, students will be granted admission in subsequent years. Students enrolled will submit a completed Intention to Return form no later than June 1 or the student may lose their enrollment status.

Students who are not admitted through the lottery will be put on a rank ordered waiting list. If slots open in a grade level, students will be pulled from the waiting list in rank order. Students may remain on the waiting list until the following year’s lottery, at which time the student may choose to resubmit his or her application for inclusion in the lottery.

As part of the application process, all parents/guardians and students are asked to attend a parent/guardian and student orientation meeting and to sign a letter indicating they understand and are committed to the outcomes, philosophy and program of ARISE High School.

Admission tests will not be required; however, assessments may, at the discretion of the Charter School, be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills.

By October 1 of each year, ARISE High School will notify the District in writing of the application deadline and proposed lottery date. ARISE High School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

I. AUDIT- FINANCIAL AND PROGRAMMATIC

INDEPENDENT FISCAL AUDITS

In compliance with Education Code section 47605(b)(5)(I), ARISE High School's Board of Directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the school's financial affairs. The audit will check the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and review the school's internal controls. The audit will follow generally accepted accounting principles. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. ARISE High School's Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and a copy of the auditor's report will be sent to the charter school liaison of the Oakland Unified School District, the Superintendent of Alameda County, and the State Charter Schools Office by certified mail. The organization's finance committee will then review any audit exceptions or deficiencies within 30 days of board review and issue an acceptance of the audit to the organization's Board of Directors along with recommendations on how these will be resolved. Finally, school leaders will create a formal report that addresses any exceptions or deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

The independent fiscal audit of ARISE High School is public record and will be provided to the public upon request.

To the extent that ARISE High School is a recipient of federal funds, including federal Title I, Part A funds, ARISE High School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. ARISE High School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

ARISE High School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

BUDGETS

ARISE High School will receive *directly* those funds to which it is entitled from the State. The School Director, with the assistance of a business manager or consultant, will establish an annual operational budget for each fiscal year and a three year financial projection. The budget development process will begin in March of the year preceding the budget fiscal year and will continue through the May Revision of the Governor's budget. The annual budget will be presented to the Board of Directors for adoption consistent with the general time lines and requirements related to state school budgets in the State of California. The adopted budget will reflect annual budget priorities and be balanced on a three-year timeframe.

The annual operating budget must be adopted by the Board of Directors and must accommodate any adjustments or revisions required as a result of an annual audit by June each year. The Board of Directors will also review the three year financial operating projections annually at the time it adopts the annual operating budget.

The adopted annual budget will be presented to the District's Board of Education on or before July 1 of each fiscal year during the term of the charter. The Budget shall include all estimates of income and expenditure for the fiscal year, including cash flow and start-up costs, if any. The budget will include and ARISE High School will maintain a reserve account for economic uncertainties.

The School Director and Board of Directors will monitor the budget on a monthly basis and recommend formal budget revisions for Board approval as needed.

IMPACT ON CHARTER AUTHORIZER

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- o September 1 – Final Unaudited Financial Report for Prior Year
- o December 1 – Final Audited Financial Report for Prior Year
- o December 1 – First Interim Financial Report for Current Year
- o December 15 – Schedule of Expenditures of Federal Awards
- o March 1 – Second Interim Financial Report for Current Year
- o June 15 – Preliminary Budget for Subsequent Year

ARISE High School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- ARISE High School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of ARISE High School.
- The District is authorized to revoke this charter for, among other reasons, the failure of ARISE High School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit ARISE High School's books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,

- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

ARISE High School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to ARISE High School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to ARISE High School's operations is received by the District, ARISE High School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ARISE High School by law or charter provisions.

INSURANCE

ARISE High School will continue to purchase and finance property, general liability, worker's compensation and other necessary insurances required for a school of our size through private carriers or the California Charter Schools Association (CCSA) JPA.

OUSD shall not be liable for the debts or obligations of the school pursuant to Education Code Section 47604 (c) which provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit benefit corporation, shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by charter school, if the authority has complied with all oversight responsibilities required by law." ARISE High School will indemnify, defend, and hold harmless the District for damages resulting from the acts of the school, as will be further detailed in a memorandum of understanding ("MOU") between the parties.

ADMINISTRATIVE SERVICES

ARISE High School plans to expand the scope of contracts with business services providers, such as Charter School Management Corporation, Charter School Accounting, or EdTec, to provide improved business consultation and support to the School Director and the ARISE High School Board of Directors. ARISE leadership is

recommending to the board of directors that we contract with Charter School Management Corporation (CSMC.) CSMC, founded in 2001, provides comprehensive business services to over 120 charter schools in 5 states. CSMC has worked with single school, multi-school, and CMO operators throughout all stages of their organizational development. CSMC provides complete back office solutions including Accounts Payable, Accounts Receivables, General Ledger Accounting, budgeting, cash flow planning, NCLB, complete GAAP and California Charter Law business compliance. CSMC also provides technical support and service for Student Information Services such as Powerschool, and comprehensive CALPADS compliance support. With its strong staff of Certified Public Accountants, former School District and County Office of Education business professionals, SIS and Assessment experts, CSMC provides its clients with unparalleled resources and experience.

The School Director will oversee the work of the business services company, which handles all back-office business functions, including: accounts payable/receivable, general accounting, payroll, and insurance and benefits administration. The provider will ensure that all reporting is submitted accurately and in a timely way, including all government financial reporting, attendance reporting, and payroll/benefits reporting. The business services provider will also assist ARISE staff and board on business issues that arise during the year, such as MOU negotiations, financial modeling of programs, strategic planning, transportation, and others. The provider will help the director and Board of Directors create and monitor the annual budget and will provide monthly budget and cash flow projections and analyses.

In consultation with the auditor and legal counsel, the business services provider will assist the school in maintaining appropriate financial controls and procedures such as adopting conflict of interest policies, requiring multiple signers on checks over \$5000, separating invoice approval from check approval, monthly board review of all payments, and monthly revenue and bank reconciliation.

In the event that any administrative services are to be purchased from OUSD by ARISE High School, the specifics will be agreed to in a Memorandum of Understanding between ARISE High School and OUSD, or other mutually agreeable contract before any services are performed.

J. SUSPENSION/EXPULSION PROCEDURES

A comprehensive and well accepted set of disciplinary policies is essential to ensure a safe and effective educational environment. ARISE High School will continue to update and adopt a student handbook that details the school regulations and policies as well as the school's expectations regarding attendance, mutual respect, substance

abuse, violence, safety and work habits. This handbook is distributed to students, parents, and teachers. School discipline policy will be reviewed with students and parents upon admission. In addition, the school discipline policy, including the lists of offenses for which students are subject to suspension or expulsion, shall be amended from time to time based on staff, parent, Board of Director, and student feedback.

ADELANTE STUDENT DISCIPLINE POLICY OVERVIEW

In order for ALL students to be able to meet the high expectations that ARISE High School holds, a thorough system of support is critical. While our entire school is designed in such a way as to make the education experience highly personalized, attentive, and nurturing, *Adelante Student Support Services* is both structure and philosophy at ARISE to provide more intensive support towards helping students move forward. While there are systems and programs that exist within the *Adelante* canopy, *Adelante* itself cannot be reduced to a process or policy. As such, *Adelante* partners with the *All In!* project of the Seneca Center to create the conditions, procedures, and resources to support struggling students academically & socio-emotionally using these approaches: Personalization, Response to Intervention (RTI), and Restorative Justice. Structures to activate *Adelante* include:

- Advisory
- Coordination of Services (COS)
- Academic Intervention (school day and after school programs)
- Socio-Emotional Group Counseling
- 1 on 1 *Adelante* Counseling
- Mediation Referrals (peer to peer or student to teacher)
- Youth *Adelante* Council

Our approach at ARISE High School is to create a supportive environment where structures are in place to proactively support students to do and act their best.

Adelante and our highly personalized program should allow for us to troubleshoot issues before they result in any disciplinary incidents and provide students necessary social/emotional support. ARISE will also introduce a new Youth Council (“Youth *Adelante* Council”) beginning in the 2011-2012 school year that empowers students to take responsibility for their community through the principles of restorative justice.

Our classroom approach at ARISE is to coach teachers and students towards cultivating “classroom cohesion”. Classroom cohesion is a departure from the concept of class management. Teachers should not be spending a lot of time regularly “managing” their class community. Class cohesion works to intentionally develop the norms, systems, procedures, conditions, and culture of all members in the classroom.

Most incidents/conflicts that occur within the classroom should be handled there. Teachers receive professional development in conflict mediation, advising/mentoring, and restorative justice principles in order to support students through conflict and other socio-emotional needs.

Examples of these types of incidences include, but are not limited to, disruptive behavior in class, inappropriate language, tardiness, and accidental and/or [minor] destruction to school property. Teachers, Advisors, and/or the Youth Adelante Council will address these issues as they occur.

Mediation Referrals

Serious incidents/conflicts may need additional mediation and intervention by a Co-Principal, *Adelante* Coordinator, School Counselor, and/or Advisor. In that event, a teacher may need to immediately send a student to the office or call for someone to pick up a particular student(s). The "Mediation Referral Form" is one tool to activate that process.

The following incidents may warrant the use of the Mediation Referral:

- Act or threat of physical violence
- Violent verbal interaction
- Use of hate speech
- Sexual harassment
- Clear suspicion of substance abuse
- Bringing a weapon, illegal drugs, or other inappropriate things to school
- Theft/robbery
- Intentional destruction and/or defacement of school property

Once a student enters the Mediation Referral process, ARISE High School will both follow restorative justice principles as well as adhere to well-defined regulations of suspension and expulsion based on equality and the right to due process.

ADELANTE Coordination of Services (COS)

A student can also be referred to the *Adelante* C.O.S. (Coordination of Services) circle for disciplinary interventions related to academics, behavior and/or socio-emotional needs. These interventions are intended to be proactive and supportive rather than reactive and punitive. The COS team is comprised of at least the following people: Intervention Teacher(s), School Counselor, *Adelante* Coordinator, Co-Principals, and the teacher/advisor(s) most closest to the newly referred student(s). Once a student is referred to COS, the team identifies a number of actions needed to support the student. Over time, the effectiveness of the actions get evaluated and adjusted as necessary (i.e. Response to Intervention model). Some actions include, but are not limited to the following: student observation, behavioral contract, student pull out time for 1 on 1 support or providing a quieter environment, SST (Student Success Team) meeting.

Logical Consequences

For all disciplinary issues, logical consequences will be applied where appropriate. Possible consequences may include, but are not limited to, the following:

- Repairing any damage that has been done
- community service

- public apology
- formal, written apology
- discussion of recurring issues at community meetings
- conflict mediation (with teacher or another student)
- parent meeting
- referral to the principal
- loss of off campus lunch privileges
- Suspension
- Expulsion

Suspensions

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

Grounds for Mandatory Suspension

Below is a partial list of mandatory grounds for suspension:

1. Possessed, sold, or otherwise furnished any knife, or other dangerous object.
2. Possessed, sold or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
3. Offered, furnished, or sold any substitute substance represented as a controlled substance, or intoxicant of any kind.
4. Committed or attempted to commit robbery or extortion,
5. Stolen or attempted to steal material school or private property.
6. Unlawfully possessed, offered, furnished, or sold any drug paraphernalia.
7. Knowingly received stolen school or private property.
8. Committed hate crimes.

Grounds for Discretionary Suspension

Below is a partial list of grounds for discretionary suspension:

1. Threatened, attempted, or caused physical injury to another person.
2. Willfully used excessive force or violence upon the person of another, except in self-defense.
3. Disrupted school activities or willfully defied the valid authority of school personnel.
4. Was party to actions that caused the mandatory suspension of another student.
5. Willfully damaged or vandalized school property.
6. Committed an obscene act or engaged in habitual profanity or vulgarity
7. Committed sexual harassment.

8. Possessed or used tobacco or any product containing tobacco or nicotine products, including clove cigarettes.

The above lists are not exhaustive and depending upon the offense, a student may be suspended for misconduct not specified above when such conduct warrants suspension.

PROCEDURES FOR SUSPENSION

1. *Informal Conference*

Suspension shall be preceded by an informal conference conducted by the School Director with the student and his/her parent/guardian. At the conference the student will be informed of the reason for the disciplinary action and the evidence against him or her and will be given the opportunities to present his/her version and evidence in his/her defense. The conference may be omitted if the School Director determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. In the event the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

2. *Notice to Parents/Guardians*

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. It will be followed up with a written notification, which will state the specific offense committed by the student. In addition, the notice may also specify the date and time the student is expected to return to school. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

3. *Length of Suspension*

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

4. *Appeal of Suspension*

The parent or guardian of a suspended student or the suspended student him or herself may appeal the suspension decision directly to the School Director. The School Director will expeditiously review the case with the parent and/or student in question. If the School Director determines that the student has not violated one of

the rules in the student handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed. This process will be amended as the administrative structure changes with the growth of the school and will be defined in the student handbook. Final appeals are to the Board of Directors.

Grounds for Mandatory Expulsion

1. Committed sexual assault.
2. Possessed, sold, or otherwise furnished a firearm, explosive or other life-threatening weapon.
3. Knowingly participated in activities that seriously endangered students, parents, or staff.

Grounds for Discretionary Expulsion

1. Possessed, sold or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
2. Offered, furnished, or sold any substitute substance represented as a controlled substance, or intoxicant of any kind.
3. Committed or attempted to commit robbery or extortion,
4. Stolen or attempted to steal material school or private property.
5. Unlawfully possessed, offered, furnished, or sold any drug paraphernalia.
6. Knowingly received stolen school or private property.
7. Repeated offences that would be grounds for suspension.

The above lists are not exhaustive and depending upon the offense, a student may be expelled for misconduct not specified above when such conduct warrants expulsion.

EXPULSION PROCEDURES

1. Recommendations for Expulsion

Students will be recommended for expulsion if the School Director finds that at least one of the following findings may be substantiated:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

2. Expulsion Hearing and Written Notice to Expel

A student recommended for expulsion is entitled to a hearing in order to determine whether he/she should be expelled. The hearing will be held within ten (10) days after the School Director determines that an act listed under "Grounds for Mandatory Expulsion," "Grounds for Discretionary Expulsion," or other expellable offense has occurred. The hearing will be presided over by the Board of Directors or an administrative hearing panel appointed by the Board. To ensure an unbiased process,

such a panel would include teachers, or retired teachers, or administrators from outside the charter school.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least five (5) calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of ARISE High School's disciplinary rules, which relate to the alleged violation.
- Notification of the student's parent/guardian's obligation to provide information about the student's status at ARISE High School to any other district in which the student seeks enrollment.
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by a non-attorney or counsel at the sole cost and expense of the parent/guardian of the student recommended for expulsion.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The School Director or designee following a decision by the Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student; and
- Notice of the student's or parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with ARISE High School.

The School Director or designee shall send written notice of the decision to expel to the student's district of residence and the County Office of Education. This notice shall include the following:

- Student's name; and
- Specific offense committed by the student.

In the event of a decision to expel a student from ARISE High School, the school administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

3. *Appeal of Expulsion*

A request for appeal of expulsion must be received within five [5] working days after the written notice received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal itself will occur within ten [10] working days after the written notice received by the parent/guardian, and must be attended by parent(s)/guardian(s). In the case of expulsion a fair and impartial panel of representatives appointed by the Board of Directors will hear the appeal, and its decision will be final.

SUSPENSION – EXPULSION OF STUDENTS WITH EXCEPTIONAL NEEDS

In the case of a special education student, or a student who receives 504 accommodations, ARISE High School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

Suspension

While special education students are subject to suspension on the same grounds as general education students, special education students may be suspended for up to, but not more than 10 consecutive school days if he/she poses an immediate threat to the safety of himself or herself or others.

1. Suspension will be imposed only when other means of correction fail to bring about proper conduct.
2. This will be done through a positive behavior intervention plan developed by the IEP team.

Expulsion

In the event that a special education student commits one of the acts enumerated in the "Grounds for Mandatory Expulsion" or the "Grounds for Discretionary Expulsion" sections, she or he is subject to expulsion only if all of the following conditions are met:

- The IEP team determines that the misconduct was not caused by, or was not direct manifestation of, the student's identified disability.
- The team determines that the student had been appropriately placed at the time of the misconduct occurred.

K. RETIREMENT SYSTEMS

ARISE High School will be responsible for the retirement benefits of its employees. All full-time certificated employees who are eligible have the option to participate in the State Teachers Retirement System (STRS). The Bookkeeper/business services provider will work with OUSD and/or the County Office of Education to ensure that appropriate arrangements for the allowable coverage have been made. All employees who are not members of STRS or PERS, or an alternative qualified retirement plan must contribute to the federal social security system to the extent required by federal law.

ARISE High School will make the appropriate employee STRS withholding from the employees' paycheck and will contribute the employer's portion. All withholdings from employees and the employer contribution from ARISE High School will be forwarded in a timely fashion to the STRS funds as required.

ARISE High School will also make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

L. ATTENDANCE ALTERNATIVES

Students who opt not to attend ARISE High School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of their residence.

M. RETURN RIGHTS OF SCHOOL DISTRICT EMPLOYEES

All staff at ARISE High School shall be considered employees of ARISE High School and shall have no automatic right to employment or reemployment in the District. Existing District employees who wish to seek a leave of absence for employment at the Charter School may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of the Charter School shall not continue to earn service credit (tenure) at the District while employed by ARISE High School.

N. DISPUTE RESOLUTION

The staff and Governing Board members of ARISE High School agree to attempt to resolve all disputes between the District and ARISE High School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and ARISE High School, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
ARISE High School
3301 East 12th Street, Suite 205
Oakland, CA 94601

To Coordinator, Office of Charter Schools:
Tilden School
4551 Steele Street, Room 11
Oakland, California 94619

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the

mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Disputes Between ARISE High School and OUSD

ARISE High School and OUSD agree to resolve controversies, claims, or disputes cooperatively and in good faith and as expeditiously as possible. ARISE High School and OUSD agree that ARISE High School will have an opportunity to present its position before any action is taken regarding a dispute, and that every effort to resolve the issue amicably will be given before any conditions are given or potential charter revocations are taken. However, ARISE High School understands that OUSD may visit the school at any time, and that if OUSD has a strong basis to believe that a particular infraction of the charter may cause imminent harm to students or staff, then OUSD may move to revoke the charter immediately.

The District agrees to give the charter school reasonable opportunity to cure any deficiencies in its performance prior to initiating revocation proceedings unless the violation presents an imminent threat to the health or safety of the students.

Immediate Revocation. If the District concludes that a violation of the charter constitutes a severe and imminent threat to the health and safety of the pupils, a written determination of the severe and imminent threat will be personally served on the administrator in charge of the charter school and followed by certified mail. When there is a written determination that a violation constitutes a severe and imminent threat to the health of safety of pupils, the charter may be suspended immediately, pending an investigation and the result of the revocation process.

Internal Disputes

Internal disputes at the school, including disputes among students, staff, parents, and board members shall be resolved pursuant to the policies and processes developed by the school and included in student and staff handbooks.

The District shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the School Board and/or Principal. The District agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has

occurred, unless the district believes there may be an immediate threat to the health or safety of students or employees at the site, or unless the School Board has requested the district to intervene in the dispute.

O. COLLECTIVE BARGAINING

ARISE High School shall be deemed the exclusive public school employer of the employees of ARISE High School for the purposes of the Education Employment Relations Act (EERA).

P. SCHOOL CLOSURE PROCEDURES

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible closure-related activities.

The Board of Directors or its designee will promptly notify parents and students of the Charter School, the District, the County Office of Education, the School's SELPA, retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, etc.), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies, including specific information on completed courses and credits that meet graduation requirements.

The Board or its designee will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's official action to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of the School shall be transferred to the District upon School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. As soon as reasonably practical, the School will

prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the charter school and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER-RELATED ISSUES

TERM

The term of this charter shall begin July 1, 2012 and expire five years thereafter on June 30, 2017.

ARISE High School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of ARISE High School in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

FACILITIES

ARISE High School plans to continue operating in the Fruitvale Village at 3301 East 12th Street, Suite 205, Oakland, CA 94601.

If ARISE High School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If ARISE High School moves or expands to another facility during the term of this charter, ARISE High School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. ARISE High School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

DISTRICT FEE FOR OVERSIGHT

The District may charge for the actual costs of supervisory oversight of ARISE High School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if ARISE High School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

AMENDMENTS

Any amendments to this charter shall be made by mutual agreement of the Board of Directors of the ARISE High School and the Oakland Unified School District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

SEVERABILITY

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and the ARISE High School Board of Directors. The district and the charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

COMMUNICATIONS

All official communications between ARISE High School and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

ARISE High School
3301 East 12th Street, Suite 205
Oakland, CA 94601

Oakland Unified School District
Office of Charter Schools
Tilden School
4551 Steele Street, Room 11
Oakland, California 94619

Selected Bibliography

About the Success of Schools within the Coalition of Essential Schools and CES Small Schools Project network:

Ancess, J. & Wichterle, S. O. (1999). *How the Coalition Campus Schools Have Reimagined High School: Seven Years Later*. New York: National Center from Restructuring Education, Schools, & Teaching. Teachers College, Columbia University.

Darling-Hammond, L. Ancess, J., and Ort, S. W. (2002). Reinventing High School: Outcomes of the Coalition Campus Schools Project. *American Educational Research Journal*, 39(3). P639-673

Center for Collaborative Education. (2001a). *How are the Boston Pilot schools faring? An analysis of student demographics, engagement, and performance*. Boston: Author.

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Foote, M. (2005). *The New York Performance Standards Consortium College Performance Study*. The New York Performance Standards Consortium: NY.

STATEMENT OF ASSURANCES

This form or other similar must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for ARISE High School located at 3301 East 12th Street is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
- Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
- Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
- Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
- Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
- Will offer at least the minimum amount of instructional time at each grade level as required by law.
- Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
- Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (l).

- Will comply with all other applicable federal and state laws and regulations.
- Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
- Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
- Will operate in compliance with generally accepted government accounting principles.
- Will maintain separate accountings of all funds received and disbursed by the school.
- Will participate in the California State Teachers' Retirement System as applicable.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
- Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
- Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
- Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

Romeo Garcia
Signature

October 26, 2011
Date

Romeo Garcia
Print Name



ARISE High School

Authenticity, Rigor, Inspiration, Success, Empowerment

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ARISE High School

Renewal Charter
CDS Code: 01612590115238
Respectfully submitted
October 26, 2011

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The mission of ARISE High School is to empower students with the skills and knowledge to pursue higher education and become leaders in the world. ARISE High School will also provide an environment for training educators to become leaders in secondary school reform.

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To:
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94607

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From:
ARISE High School
Laura Flaxman, Romeo Garcia, Emma Paulino
Co-Founders
3301 East 12th Street, Suite 205
Oakland, CA 94601
510-436-5487
www.arisehighschool.org

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ARISE High School
Renewal Charter, Submitted to the Oakland Unified School District
October 26, 2011

STATEMENT OF ASSURANCES

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- Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
- Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
- Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
- Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
- Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
- Will offer at least the minimum amount of instructional time at each grade level as required by law.
- Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
- Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (l).

ARISE High School
Renewal Charter, Submitted to the Oakland Unified School District
October 26, 2011

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- Will comply with all other applicable federal and state laws and regulations.
- Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
- Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
- Will operate in compliance with generally accepted government accounting principles.
- Will maintain separate accountings of all funds received and disbursed by the school.
- Will participate in the California State Teachers' Retirement System as applicable.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
- Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
- Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
- Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

Signature _____

Date _____

Print Name _____

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OVERVIEW

During our first four plus years of operation, ARISE High School has demonstrated tremendous successes as well as a number of challenges. We continue to learn from both sides of our experience and these strengths and struggles together have steered us in a direction that builds upon these successes while adjusting our program to more effectively respond to the challenges. While the spirit, core philosophy, values, basic program, and key partnerships remain intact in this renewal petition, we have also built in improvements to this document that a. Provide further details about our program as it has evolved and b. Describe adjustments to our program that will lead to higher student achievement and greater organizational efficiency.

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We are proud of our demonstrated success in preparing first generation college students for college. Not only are we effective at helping our students gain admission to four-year colleges, as our 100% acceptance rate proves, but we are also proud that every one of our 2010 graduates who started their freshman year at a four-year college completed their freshman year successfully. ARISE alumni are thriving at a diverse array of campuses, from UC Davis and Merced, to Wesleyan and Willamette, to Humboldt, Chico and Northridge, and many more. These are significant accomplishments that we will continue to build upon by further refining our system of college guidance and support, our cultural immersion program, our "proficiency" graduation requirements and performance-based assessment system, and our college partnerships and concurrent enrollment program.

A challenge has been that too many students have opted to leave ARISE, particularly in our first couple of years, often because of the difficulty of meeting our graduation requirements and the rigor of our college preparation program. As a result of this, we have added better systems for early interventions and support so that more students are able to share in the successes of our college preparation program by graduating from ARISE and being a part of our high college admission and freshman year success rates. Our Adelante system is a coordinated effort to better catch all of our struggling students and support them towards reaching the high goals that we have set for all of our students. Under the umbrella of our Adelante program, we are implementing many strategies to help move our students forward. These include weekly meetings to identify and discuss individual students, our Response to Intervention (RTI) program, intervention classes in reading, writing, and math, and our invaluable partnership with Seneca Center. Thanks to these additions and refinements to our program, we are now better addressing the academic and emotional needs of our students in a more strategic and proactive way.

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We are a valuable option for students in Oakland with our explicit intent to serve all students, including those who have not been successful in their previous schools and even those who have already dropped out. It continues to be our goal that every student who comes to us, regardless of their educational history, gets on the college

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track. We proudly stand behind this goal and continue to want to serve this diverse population, even if the most at-risk students also come to us testing poorly on the CST. Among our graduates, we have students who had failed out or been kicked out of other high schools who are now thriving as freshmen and sophomores in college. These are some of the same students who also contributed to our low test scores, testing far below and below basic while they were at ARISE, but in spite of some skill gaps and poor test-taking skills, they have demonstrated that they were prepared for college success.

While our API showed tremendous growth this past year, confirming that we are moving in the right direction, we still need to spend more time helping our students become better test-takers, not only for the success of the school, but also to help more of our students get into selective colleges. In order to better track how our students are progressing through more sensitive measures other than the annual CSTs, we have also implemented more frequent and value-added measures, including NWEA's MAP assessments in reading and math, and administering the SAT writing tests as a pre and post evaluation for all students each year.

These assessments are also a part of our nationally recognized, groundbreaking performance based evaluation system that is being funded by a federal Teacher Incentive Fund grant. A little over a year ago, ARISE was awarded a \$6.5 million dollar grant that we had written in collaboration with our partner, the Reach Institute for School Leadership, on behalf of a consortium of four charter schools, including both Lighthouse Community Charter schools and the Bay Area School of Enterprise in Alameda. Our innovative performance based evaluation system does more than merely create a salary schedule and bonus system based on teacher and principal performance. It also creates a multi-dimensional metrics system for determining what student achievement and teacher/principal effectiveness look like. This new system allows us to collect, analyze and use data much more effectively than we had previously. Our performance based evaluation system includes a minimum of nine annual observations and three conferences for teachers, as well as a separate, teacher-selected lesson that is scored by a trained evaluator outside of the school. Each teacher and principal will be able to access a dashboard that includes both the feedback and results of all the observations, as well as all of the student achievement measures that together give a robust picture of his/her performance. This system will allow ARISE to become increasingly proficient at using data to drive instruction and increase student achievement.

We are indebted to our many partners for the successes that we have seen so far as a school. While our relationships with our founding partners (the Coalition of Essential Schools, the Mills College School of Education and TRiO programs, and Oakland Community Organizations) remain strong, we have developed partnerships with many, many other organizations that have also contributed to our school and our students in

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myriad ways. Our partnership with the Peralta Community College District, and Laney and Berkeley City Colleges in particular, has played a critical role in preparing our students for college. Our concurrent enrollment program with these schools has enabled all of our students to take college courses while in high school. The Unity Council has been a great landlord and partner, offering after school, summer, and college guidance activities over the years. Seneca Center is a more recent but no less important partner, supporting our Response to Intervention program and helping us to better support our struggling students. The Reach Institute has supported our teachers, leaders, and school since our inception and plays an even larger role in helping us improve as a partner in our Teacher Incentive Fund project. Numerous other partners, such as PUEBLO, the Oakland Public Library, Outward Bound and others, have supported many specific classes and programs at ARISE over the years that have enriched the lives of our students. The many colleges that send representatives to ARISE, host our students, and even pay for our travel costs, have helped us tremendously as well. The scholarship and mentoring programs that have supported individual students, such as Summer Search, Students Rising Above, Experience Berkeley, and the East Bay College Fund, have also contributed to our students' success. Finally, the programs that have been run out of ARISE either fully or through using our classrooms, such as Youth Roots, the Ever Forward Club, Youth Law Academy, and Youth Speaks, have benefited our students' learning, growth and achievement tremendously. There are too many other partners to list here, but each one has played a role in supporting our students and our school and share the credit for our successes so far.

When we first started, we thought that we would provide our back-office support in house, adding another adult to our community who could serve as an advisor and interact with our school community, while also taking care of the operations of the school. While we always outsourced certain services, it has become increasingly clear that we need a more comprehensive back office service provider with a proven track record of success. We are in the process of collecting bids and deciding between different providers, and are looking forward to implementing less costly, more efficient, and more streamlined systems for managing our data, finances, compliance, and reporting needs.

Overall, we are on a clear, upward trajectory by all measures. Not only do we have some notable accomplishments of which we are proud, but we are also a reflective and dynamic learning organization that is able to learn and grow through our challenges. We are now poised to become increasingly successful as we leave our infancy and enter our second charter term.

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A. EDUCATIONAL PROGRAM

MISSION & VISION

The mission of ARISE High School is to empower students with the skills and knowledge to pursue higher education and become leaders in the world. ARISE High School will also provide an environment for training educators to become leaders in secondary school reform.

ARISE High School is designed to serve primarily low-income, first generation college-bound students from throughout the Oakland community. Expanding on the 40 years of experience and success of the Mills College Upward Bound program, ARISE High School will continue to graduate and send Oakland youth to college in record numbers by having high expectations, excellent teaching, extensive academic, college and career support and counseling, and caring, highly qualified educators.

ARISE High School is founded on the principles of supporting students to understand themselves, to contribute to positive community transformation, and to develop the skills, knowledge, and agency to be successful in college and the world beyond.

We believe learning best occurs when students are fully engaged participants in their own education by being immersed in a challenging, college-prep curriculum that includes knowledge of self, consciousness raising, project-based learning, service learning, a highly personalized and supportive environment, and the use of the local community as an extended classroom.

Applying the tenets of the Coalition of Essential Schools, a 20 year old national school reform organization founded by two of the country's leading educators, Deborah Meier and Ted Sizer, ARISE High School will feature demanding, project-based academics as well as a community that fosters a strong and nurturing school culture. All students participate in extended day activities, summer programs, internships, and local as well as long distance immersion experiences, such as Outward Bound courses and international exchange programs.

ARISE High School also serves as a training ground for educators at all points in their careers. We work with student teachers and interns through institutional partners such as Mills College and the Reach Institute for School Leadership, as well as foster the leadership of more experienced teachers and school leaders.

EDUCATIONAL PHILOSOPHY

Whom the School is Attempting to Educate/Target Population

ARISE High School's goal is to serve 220 primarily low-income, first generation college-bound students of color from throughout the Oakland community in grades 9-

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Deleted: ARISE High School will also serve as a lab for Mills College educators, drawing upon the expertise and support of Mills faculty and students alike, with each institution enhancing the other.

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12. Sadly, many students who fit this description have not been graduating from high school at all. Of those who do graduate, very few graduate UC eligible, and even fewer have gone on to attend college. According to the CDE website, in 2009-10, 37% of Oakland youth dropped out of school. The statistics are even worse for students of color. The dropout rate for Latinos was 42.4% of for African Americans 38.6%. Of this already low percentage of graduates, only 46.3% of graduates in 2008-9 (the last year data is available on the CDE site) enrolled in postsecondary institutions. Only 34.7% of Latino graduates enrolled. These statistics indicate a crisis that continues to exist in Oakland, especially in light of the kinds of jobs and opportunities that exist in today's society for young people who do not have college degrees. ARISE's track record is significantly better than this and it is still something that we are working to improve further. Even though our postsecondary attainment numbers are more than double Oakland's overall, we continue to try to graduate more of our students and send all of them on to college.

ARISE High School will continue to target recruitment efforts in traditionally underserved and under-achieving communities with the goal of creating a model where these students do go on to attend and graduate from four-year colleges.

What It Means to Be An "Educated Person" in the 21st Century

ARISE High School believes that the definition of an "educated person" in the 21st century is someone who:

- ◇ Is fully prepared for and ultimately graduates from a four-year college
- ◇ Has the skills and knowledge to be successful in college and the world of work
- ◇ Is prepared to pursue any option he or she may choose for a successful and productive future
- ◇ Is committed to a lifetime of learning beyond the confines of any school or university
- ◇ Can communicate and work effectively with others from a diverse array of backgrounds
- ◇ Can set and achieve goals
- ◇ Can be full participants in a democratic society
- ◇ Has the ability to take leadership in his or her community
- ◇ Has an understanding of different cultures and the experience of effectively navigating within cultures different from his or her own
- ◇ Has the skills and awareness to function effectively in a global society and economy

How Learning Best Occurs

Based on extensive research, we believe learning best occurs when students are fully engaged participants in their own education by being immersed in a challenging, college-prep curriculum that includes knowledge of self, consciousness raising,

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project-based learning, service learning, a highly personalized and supportive environment, and the use of the local community as an extended classroom.

While ARISE High School continues to pioneer original and innovative educational practices, most notably through our unique partnerships such as the Reach Institute for School Leadership and the Reach Teacher Incentive Fund Consortium, ARISE High School also takes advantage of the best practices and instructional approach of the Coalition of Essential Schools and Expeditionary Learning Schools, as well as the rich and successful history of the Mills TRIO Programs.

Both CES and ELOB follow the philosophy of "less is more", "depth over breadth" and engaging students with challenging yet meaningful and relevant curriculum, all within the context of a highly personalized, supportive culture. Extensive research in both school reform approaches document that this methodology engages students and increases student achievement. Examples of successful small, urban public high schools around the country that have utilized the CES approach include the Boston Arts Academy and Urban Academy in New York City. Both schools have great track records including significantly higher graduation and college matriculation rates compared with other schools serving similar populations. ¹Our team believes that students learn best when teachers practice authentic and active pedagogy that requires students to construct their own knowledge and apply their learning.

Key strategies include:

- Learning expeditions: In-depth, interdisciplinary, standards-based investigations of a theme using project-based learning
- Active pedagogy: Active and engaging teaching and learning that is hands-on and makes the content come alive
- Service learning and community-based learning: Students are involved in projects in their communities, learn by doing, and have meaningful, relevant, yet standards-based experiences outside of the school's walls
- Differentiated instruction: Students learn in heterogeneous (and fully inclusive) classrooms that allow them to progress even when that improvement has as many different starting points as there are students
- Student-driven projects and inquiry: Students can follow their "passions", pursue topics, and produce projects of their choosing within the context of appropriate scaffolding
- Literacy across the curriculum: Every class includes a strong focus on reading and writing, with all teachers being trained in literacy instruction and seeing themselves as literacy teachers.
- Clear, achievable expectations around college: All students take college-prep courses and receive college counseling and preparation in an environment where it is expected that everyone will attend college.

¹ See Bibliography in appendices

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Drawing upon the Mills TRIO Programs' expertise in preparing students for and helping them be admitted to four year colleges, ARISE's college-prep focus is woven throughout the instructional program. A critical component of activating student learning and helping students realize their potential is for the staff to have high expectations for all students, including firmly believing that every young person is capable of attending and successfully graduating from an institution of higher education. A high level of personalization, a priority for both the Mills TRIO Program and the Coalition of Essential Schools, allows the adults to provide the support necessary to help students meet these elevated expectations.

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Through ARISE High School's unique combination of project-based instruction, real world experiences, extended day and year programs, standards-based curriculum, and rigorous graduation requirements, students will become self-motivated, skilled, fully prepared for college, and committed to a lifetime of learning and growth beyond high school.

TRANSFER OF COURSES & COLLEGE ENTRANCE REQUIREMENTS

From its inception, ARISE High School has worked in partnership with our families to develop, support and sustain the school (starting with the parents on the school's design team.) Introductory orientations for both students and staff are a critical part of every school year, and include information about all aspects of the school program, with a special emphasis on the sequence of courses and activities leading to graduation and college matriculation. Our UC-approved courses are translated into easy to understand transcripts that align with A-G requirements and these transcripts follow each individual student's personalized graduation plan. These plans are updated regularly and, along with student portfolios and performance-based assessment presentations, provide the substance of quarterly exhibitions of student work and student-led parent conferences.

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Students fulfill course requirements through coursework at ARISE High School or through approved coursework at one of the community colleges in the Peralta District, Mills College, or another institution of higher education. Students have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements. By virtue of completing required coursework, all graduates fulfill or exceed the UC/CSU system A-G requirements, based on the chart below. The chart below contains graduation requirements. Parents and students are notified of this information as part of student recruitment efforts and it is also included in the Student/Parent Handbook given to parents and students upon enrollment. The latter also informs parents about the transferability of courses to other public high schools. Additionally, ARISE High School collaborates with other local high schools to ensure transferability both of our courses to other schools and other schools to ours.

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SAMPLE COURSE OFFERINGS & GRADUATION REQUIREMENTS*

| Subject Area | Example of Course Titles | UC/CSU Requirements | ARISE HIGH SCHOOL Graduation Requirements |
|--------------------------|--|---------------------------|---|
| Social Studies | World Cultures <u>U.S. History</u> <u>U.S. Government</u> <u>Afro Latino History</u> | Requirement A: 2 years | <u>3</u> years |
| Language Arts | <u>English 1-4</u> <u>Shakespeare and Our Lives</u> <u>Berkeley City College</u> <u>English 1A: Composition & Reading</u> | Requirement B: 4 years | 4 years |
| Mathematics | <u>Algebra 1</u> <u>Geometry</u> <u>Algebra 2</u> <u>Trigonometry</u> <u>Pre-Calculus</u> <u>AP Calculus</u> | Requirement C: 3 years | 4 years |
| Science | <u>Biology</u> <u>Chemistry</u> <u>Ecology</u> <u>Physics</u> | Requirement D: 2 years | 3 years |
| Foreign Language | <u>Spanish 1-4</u> <u>Espanol Para Hispanos 3-5</u> <u>Laney College Spanish</u> <u>22A: Spanish for Native Speakers</u> | Requirement E: 2 years | 3 years |
| Visual & Performing Arts | <u>Dance</u> <u>Illustration</u> <u>Theatre</u> <u>Intro to Mural Arts</u> <u>Youth Roots Critical Media</u> | Requirement F: 1 year | 1 year |
| Academic Electives | <u>Media & Event Production</u> <u>Media Literacy</u> <u>Creating Social Change</u> | Requirement G: 1 year | 1 year |
| Physical Education | <u>Outward Bound</u> <u>Bicycling</u> <u>Kayaking</u> | Not Required | <u>1</u> year, |

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| <u>College Courses</u> | <u>Soccer</u> <u>Illustration</u> <u>Dance</u> <u>English 17: Shakespeare</u> <u>Spanish for Spanish Speakers</u> | <u>Not Required</u> | <u>2 courses</u> |
| <u>Supplemental Educational Program</u> | <u>Youth Roots</u> <u>Mills Educational Talent Search Summer Program</u> <u>Outward Bound</u> <u>Girls Inc</u> | <u>Not Required</u> | <u>2 programs</u> |
| <u>Cultural Immersion Experience</u> | <u>Summer Search</u> <u>Bicycling Intersession Trip</u> <u>Southern CA College Tour</u> <u>Outward Bound</u> <u>AFS Foreign Exchange Trips</u> | <u>None</u> | <u>1 experience</u> |
| <u>Proficiency Presentations</u> | <u>Scientific Inquiry</u> <u>Mathematical Thinking</u> <u>Literary Analysis</u> <u>Historical Research and Understanding</u> <u>Artistic Expression</u> | <u>None</u> | <u>5 Proficiencies completed</u> |

*On a case by case basis at the discretion of a Co-Principal, as in situations where students might have physical or other concerns that would make meeting our extra graduation requirements a challenge, an accommodating alternate activity may be assigned. An example includes, but is not limited to, not being able to attend a Cultural Immersion program due to having to nurse an infant. However, no alternatives will be accommodated for core academic requirements. All students still need to complete their basic A-G coursework required for graduation and college admission.

All of ARISE's academic classes are UC approved and the school is accredited by the Western Association of Schools and Colleges.

CURRICULUM AND INSTRUCTIONAL DESIGN

ARISE High School shares the Coalition of Essential Schools approach as well as an experientially based pedagogy in order to best respond to the student population the school serves in its site-based setting. Setting the bar high and challenging students to achieve their personal best is a critical starting point that involves asking students to do meaningful work that has clear relevance beyond the four walls of the classroom.

In addition to carrying a full course load during conventional school hours, ARISE High School students will have additional academic commitments during extended weekly

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hours and the summers (additional time that research has proven leads to increased student achievement.) An example of what this overview might look like follows:

Year 1:

- Immersion experience through Mills College Upward Bound the summer after eighth grade for ARISE students who are also enrolled in Upward Bound
- Simple block schedule with a Humanities block (including English 1 and a social studies curriculum), an Algebra and Geometry class, and Spanish (for both native and non-native speakers), enhanced by study hall/tutoring and enrichment activities after 4:30,
- One five-credit, mid-year, three-week, multi-aged elective course (Interession)

Year 2:

- Simple block schedule with a Humanities block (including English 2 and a world cultures curriculum), Advanced Algebra, and Spanish, enhanced by study hall/tutoring, enrichment activities and community service after 4:30,
- Graduation into the upper grades by Bridge portfolio presentation
- One five-credit, mid-year, three-week, multi-aged elective course (Interession)

Year 3:

- Summer experience (eg. Outward Bound course, Summer Search, METS-Program, AFS, etc.)
- A mixture of year long and semester long courses, including college courses, that fulfill the A-G requirements. Classes will be distributed across all core academic subject areas
- Junior College Seminar including required test and college preparatory activities, as well as academic support sessions
- Required internship
- Judged Proficiency presentations towards meeting graduation requirements and competencies
- One five-credit, mid-year, three-week, multi-aged elective course (Interession)

Year 4:

- Summer experience (eg. Outward Bound course, Summer Search, METS Program, AFS, etc.)
- A mixture of year long and semester long courses, including college courses, that fulfill the A-G requirements. Classes will be distributed across all core academic subject areas
- Senior College Seminar including test preparation, college applications, and scholarship support
- Judged Proficiency presentations towards meeting graduation requirements (and competencies)
- One five-credit, mid-year, three-week, multi-aged elective course (Interession)

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ARISE Master Schedule Fall 2011

M, T, Th, F

| Start | End | Period | 9A | 9B | 9C | 10A | 10B | 11 | 11 | 12 |
|----------|----------|--------|---------------------------------------|------------------|------------------|------------|--------------|------------|------------|-----------|
| 8:45 AM | 10:00 AM | 1 | Humanities (English & Social Studies) | Algebra/Geometry | Math support | Humanities | Math support | Humanities | Algebra 2 | English |
| 10:00 AM | 11:15 AM | 2 | | Math support | Science | Humanities | Physics | Humanities | Trig | Calculus |
| 11:15 AM | 12:00 PM | 3 | advisory | advisory | advisory | advisory | advisory | advisory | advisory | advisory |
| 12:00 PM | 12:45 PM | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:45 PM | 2:00 PM | 4 | Math support | Science | Algebra/Geometry | Science | Algebra 2 | Chemistry | Physics | Physics |
| 2:00 PM | 3:15 PM | 5 | Algebra/Geometry | Humanities | Humanities | Algebra 2 | Humanities | Trig | Humanities | Physics |
| 3:15 PM | 4:30 PM | 6 | Humanities | Humanities | Humanities | Physics | Humanities | Humanities | Humanities | Chemistry |

TUE SDA Y

| Start | End | Period | 9A | 9B | 9C | 10A | 10B | 11A | 11B | 12 | |
|----------|----------|--------|-------------------|------------|------------------|------------|------------|----------------|------------|----------------|--|
| 8:45 AM | 10:00 AM | | Community Meeting | | | | | | | | |
| 10:05 AM | 11:30 AM | 1 | Humanities | Humanities | Algebra/Geometry | Ad Algebra | Humanities | Junior Seminar | Humanities | Senior Seminar | |

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Weekly: School-wide community meetings, shortened academic day for teacher collaboration

Typical School Day, 9th Grader:

- 8:45 Humanities
- 11:15 Advisory
- 12:00 Lunch
- 12:45 Math Support
- 2:00 Algebra
- 3:15 Spanish
- 4:30 Adelante Wordsmith Writing Workshop
- 6:00 School Day Ends

Typical School Day, 11th Grader

- 8:45 The Civil Rights Movement*
- 11:15 Advisory
- 12:00 Lunch
- 12:45 What is Sodium Laurel Sulfate? The chemistry of your every day food and body products*
- 2:00 Pre-Calculus
- 3:15 Open study period to work on Tuesday Laney College Spanish coursework
- 4:30 Ever Forward Club
- 5:30 School day ends

* These thematic courses would count for a year's worth of coursework in History, English, Chemistry, and Math respectively.

The California state standards are used as a foundation upon which to build curriculum and guide instruction that is relevant to the lives and interests of ARISE students. Projects, internships and fieldwork experiences, as well as the time in the classroom, will support students in meeting the California standards. Teachers meet together during weekly Professional Development time as well as common prep time to work on curriculum mapping to ensure that all projects are aligned with the

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California State content standards and that the grading rubrics for the projects evaluate student progress on the standards.

ARISE High School requires standards proficiency beyond state requirements as all students are required to take A-G courses and exceed the graduation requirements set by both the district and the state. Students are not only required to demonstrate proficiency on state mandated assessments but have the added task of actively defending such proficiency before a panel of teachers, outside experts and community members. These presentations require students to demonstrate the application and transfer of knowledge and skills—a critical ingredient to post-secondary success. Ultimately, the required Proficiency presentations that ARISE students prepare and present (in scientific inquiry, mathematical thinking, literary analysis, historical research and understanding and artistic expression) demonstrate their proficiency in numerous key California standards. For example:

- Scientific inquiry: In addition to the specific content area of the topic the student presents on (whether it be an ecology or chemistry experiment, for example), students exceed many of the “Investigation and Experimentation” standards by developing “their own questions and perform[ing] investigations.” (p. 52 CA Science Standards)
- Mathematical thinking: In a presentation of a complex mathematical problem that fits within the student’s current mathematics curriculum (Trig, Pre-Calculus, or Calculus), the project might involve the student demonstrating all of the content standards (for example, standards 1.0-8.0 in Pre-Calculus).
- Literary analysis: In a paper and presentation analyzing one or more different literary texts, students demonstrate proficiency in most of the areas covered in English Language Arts Reading Standards 1.0 (Word Analysis, Fluency, Systematic Vocabulary Development) and 3.0 (Literary Response and Analysis), Writing Standards 1.0 (Writing Strategies), 2.0 (Writing Applications), Written and Oral English Language Conventions Standards, and Listening and Speaking Standards.
- Historical research and understanding: As with mathematics, in addition to the specific content area skills that will vary from topic to topic based on the students’ choice, students will also demonstrate “Historical and Social Sciences Analysis Skills” in this Proficiency. Required components of these Proficiency papers and presentations include “chronological and spatial thinking,” “historical research, evidence and point of view,” and “historical interpretation.”
- Artistic expression: Students demonstration of mastery in “artistic expression” is open to even more variation. Depending on the art form and the type of presentation, students are steered towards the applicable standards. For example, if a student chooses to put together

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a show that consists of a series of original oil paintings, they are expected to demonstrate Advanced Visual Arts standards of "Creative Expression" 2.1, 2.2, and 2.3 (under Skills, Processes, Materials, and Tools, p. 156 Visual and Performing Arts Standards) as well as standards 2.4 and 2.5 under the heading of "Communicate and Express Through Original Works of Art."

Many of the English Language Arts Standards, in terms of reading, writing and speaking, will be demonstrated across the other Proficiency areas just as they are taught and practiced within courses across the curriculum. Additionally, the skills and knowledge that students demonstrate in their Proficiencies will often have been demonstrated previously as well in their coursework for individual classes. Content standards are a part of all course objectives and ongoing classroom presentations, as well as the more elaborate Proficiency presentations. These performance based assessments, along with ongoing NWEA computer adaptive value-added testing and writing assessments, assist teachers and advisors in monitoring standards proficiency throughout the academic year.

ARISE High School draws upon a variety of teaching materials that support the school's philosophy and approach. A text-rich environment and extensive classroom libraries, in addition to the resources provided by the Oakland Public Library that shares our courtyard and with whom we have a strong relationship, will support the school's focus on building literacy across the curriculum. There are novels, non-fiction and anthologies for students at every level and relating to a wide range of interests. Literature circles and reading groups allow for student choice and differentiation in addition to texts that are read by entire classes. Every teacher has access to technology for their classes, so that print materials can be supplemented by online resources, and students become technologically proficient, by doing research and using technology to create projects and demonstrate proficiency in the various content areas. With the school's experiential approach and commitment to using the Oakland community as part of our extended classroom, teachers and students also access learning resources from outside of the school, such as local museums, libraries, businesses, community organizations, etc.

Adelante Student Support Services Program

In order for ALL students to be able to meet the high expectations that ARISE High School holds, a thorough system of support is critical. While our entire school is designed in such a way as to make the education experience highly personalized, attentive, and nurturing, Adelante Student Support Services is both structure and philosophy at ARISE to provide more intensive support. While there are systems and programs that exist within the Adelante canopy, Adelante itself cannot be reduced to a process or policy. As such, Adelante partners with the All In! project of the Seneca Center to create the conditions, procedures, and resources to support struggling students academically & socio-emotionally using these approaches: Personalization,

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Response to Intervention (RTI), and Restorative Justice. Structures to activate Adelante include:

- Advisory (four days per week)
- Coordination of Services (COS) (weekly)
- Academic Intervention (school day and after school programs)
- Socio-Emotional Group Counseling
- 1 on 1 Adelante Counseling
- Mediation Referrals (peer to peer or student to teacher)
- Youth Adelante Leaders Council

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Advisory

Each student meets daily in their advisory and will keep the same advisor for all their years at ARISE High School. Advisories are mixed grade (either 9/11 or 10/12), have no more than 18 students, and a student's advisor will be their main ally and advocate as he or she goes through the four years of high school. The advisor is the primary contact with the student's family, conducting home visits and facilitating semi-annual student/parent/advisor conferences. If the student needs academic support, has an issue with another teacher, or even a personal issue, the advisor should be the first person the student can go to. Responsibilities of advisors include:

- Provide academic and personal guidance and support to an Advisory class of 16 students, with the first objectives of students attending school daily and passing all classes
- Exemplify and reinforce the school's core values in (and beyond) Advisory
- Collaborate with students, parents/guardians and other teachers to address the academic and social needs of advisees; provide consistent follow-up with/for students, parents/guardians and teachers in the role of Advisor
- Facilitate semi-annual student-led parent, student, advisor conferences
- Conduct home visits to meet with advisees and their families
- Acts as the "first responder" if advisees have issues in other classrooms for which those teachers need support

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Coordination of Student Services (COS)

The Coordination of Student Services (COS) Team meets a minimum of 1 hour every week to organize and review actions implemented to provide additional academic, behavioral, and/or socio-emotional support to students. Within the COS Team meeting, students newly referred to the group are reviewed, and the previous week's actions for students are revisited. The team is comprised of the Intervention Teacher, School Counselor, Adelante Coordinator, Co-Principals, and the teacher/advisor(s) most familiar with the newly referred student(s).

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Extended Day

The school day goes from 8:45 am until 4:30 pm on Mondays, Wednesdays, Thursdays and Fridays. There are after school activities and intervention classes until 6 pm so that all students are able to get the support and enrichment that they need. During this time, students will be able to complete their homework, get extra help in classes and subjects in which they might be struggling, and participate in small group instruction in English Language Development or other options that may be created based on the needs of the students. In addition, ARISE will offer several club activities based on student interest.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING²

It is ARISE High School's intent that the majority of incoming students will previously have been "underachievers" and it is the school's goal to raise students' achievement levels significantly and quickly. Not only is the curriculum be designed to engage these students and inspire them to work harder than they did previously, but the high level of personalization and added supports will also help raise achievement levels.

All students have an advisor and other teachers who work with a limited number of students over the course of a week or semester and can therefore provide extra help and attention to struggling students. Advisors and teachers regularly examine standardized test scores, classroom and school-based assessments and other data about individual students' progress to identify those who are having difficulty. This data is used to personalize the teaching and nature of the extra support students will receive. In addition, the school's Adelante program is designed to provide a safety net, extra time and resources for any student who needs help catching up.

The staff meets as a full group twice a week for a total of four hours with some of this time devoted to "student study" meetings. At our separate weekly COS (Coordination of Services) Team meeting, ARISE administrators, Seneca staff (including a resource specialist and therapist) and other key teachers and staff meet for an hour to discuss individual students who are low achieving and/or have special needs, what interventions are being put in place for them, and how effectively those interventions are working. At these weekly meetings, teachers look at individual students' progress and discuss specific student needs, challenges and strategies for moving the students forward on all fronts: passing individual classes, improving skills, scoring higher on state tests, overcoming emotional or personal challenges, successfully completing graduation requirements, etc.

² Preference shall be given to petitions that demonstrate the capability to provide comprehensive learning experiences to (students) identified by the petitioner/s as academically low-achieving pursuant to the standards established by the State Department of Education under Section 54032. [Ref. California Education Code §47605(h)]

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Credit Recovery

ARISE's focus on demonstrating mastery is such that our grading system is either A, B, or NC/IP. However, we also provide multiple opportunities and pathways for recovering credit. While every student has the opportunity to make up missing credit and demonstrate mastery even after the conclusion of a class, we are particularly focused on creating accelerated pathways to graduation for our overage students and students with special needs who might be the most likely to feel overwhelmed by the magnitude of our extra rigorous graduation requirements and therefore to drop out or transfer. ARISE's accelerated credit recovery program includes a process of "validation," mirroring the UC process for validating lower level math classes with successfully passed upper level ones for math, English, Spanish, and biological sciences, as well as on-line or other non-seat-bound options. In coordination with Adelante program leaders and at the discretion of a Co-Principal, alternatives to our graduation requirements may be provided, as long as the student still meets the core A-G requirements.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

ARISE offers a highly personalized learning environment for all of its students, including those who are academically high achieving. With the school's focus on student-centered projects, differentiated instruction, internships, college courses and other out-of-school opportunities, every young person will be challenged and stretched appropriately. On the classroom level, for example, a student who comes to the school as a high achiever, will be encouraged to choose a more sophisticated text for a literature circle in his or her humanities class. This same student might pursue a high-level internship that demands sophisticated math, science or communication skills and take a class at Laney College as early as in their freshman year.

These students will be identified in the same way as the "academically low achieving" students. With ARISE High School's highly personalized approach, our advisory structure, COS Team meetings, and regular student study team meetings, data will be collected and analyzed regularly with a lens towards determining how to best serve the needs of the individual student. Baseline NWEA and other assessment data will be examined for incoming students and supplemented once their careers at ARISE High School begin with updated test and grade data along with other classroom and school-based assessments.

It is the goal of ARISE High School that ultimately all of our students will become "high achievers" and students will be provided the necessary support for this to happen.

PLAN FOR ENGLISH LEARNERS

ARISE High School's English learners take the California English Language Development Test (CELDT) to determine their levels of proficiency in the English language. The test, as well as the NWEA test, the SAT writing prompt, and the

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school's own local assessments, determines the personalized educational plan best suited to each individual student. For example, a student who needs extra support in reading would be assigned to our Adelante reading intervention program.

As with all of the other sub-groupings of students, the school's English learners will also benefit from the highly personalized approach of ARISE High School by having an advisor and other teachers who serve limited numbers of students and are thus better able to respond to individual needs, offer extra attention and support. While students will be in heterogeneous classrooms for their core academic subjects, our Adelante support programs are designed to provide additional small group and individualized instruction for different purposes, including targeted English language development instruction. Based on the needs of our students our extended time is flexible enough to add additional courses as necessary, such as the Wordsmith Writing Workshop, which has provided additional ELD support for students.

As a way of building literacy in their home language, these students are also encouraged to take advanced classes in their native language both at the school and at local colleges. Research supports that this is an effective way of building English literacy as well. Building on the world of youth development resiliency research, a part of ARISE High School's philosophy is that every student brings particular strengths as well as struggles and it is equally important to build on strengths and allow all students to shine and experience success.

Since approximately 75% of our students are English Language Learners, all of ARISE's staff receives professional development in teaching students for whom English is a second language both during our weekly three hour in-house professional development time as well as from outside providers.

In order for a student to be re-designated English Proficient, he or she must meet the following criteria:

1. CELDT Test: Score Early Advanced or Advanced
2. CST ELA: Score Basic or above
3. English Class grades: Receive a grade of B or higher

If the student meets these criteria, then the COS Adelante Team will review the student along with his or her advisor. If no concerns are raised, then the student will be re-designated. Notice of this change will be sent home to the family of the student, and the school's records will be updated accordingly.

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PLAN FOR SPECIAL EDUCATION

ARISE High School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Act ("IDEA").

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During its first years of operations, ARISE has functioned as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code 47641 (b). During each school year during which the school operates as an arm of the district for special education purposes, the school shall pay the district an amount of funding per unit of average daily attendance equal to the district's direct costs of providing special education and related services minus the district's revenues from all special education and transportation and funding sources. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

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The school shall have the right to pursue independent local education agency (LEAs) and/or special education local plan area (SELPA) status pursuant to Education Code 47641 (a) and the district shall not hinder or otherwise impede the efforts of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by the Education Code Section 47641 (b), and shall continue to receive funding and services pursuant to the terms of this section and an annual agreement.

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In the first years of operations, ARISE High School worked with the district to help ensure that the needs of our students with IEPs were met. As part of the assessment system described above and in coordination with the District, ARISE High School manages the IEPs as well as the graduation plan of all special needs students. A dedicated special education teacher (on AHS staff or from the district) will write the IEPs, be responsible for communicating with the other staff members, conduct IEP meetings and make sure that the students' individual learning needs are attended to (and conditions of the IEPs are met.)

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All ARISE High School students, regardless of whether or not they have special needs, has access to the same college-prep, rigorous curriculum. ARISE High School's philosophy is based on an inclusion model, with additional support built in to both the regular school day, as well as during extended day hours. Because of this inclusion model, all of our IEP students are educated in the least restrictive environment most conducive to their learning.

We do not have a tremendous need to identify students as needing special education services since ARISE High School is a high school and it is rare for students to be identified at such a late state; however, ARISE High School will continue to work with OUSD, another SELPA, and/or service provider to make sure that such identification services are available as needed and set up SSTs as appropriate.

SECTION 504/ADA

ARISE High School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

Further, ARISE High School has adopted and implemented a policy, which outlines the requirements for identifying and serving students with a 504 accommodation plan. ARISE recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of ARISE High School. Any student who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by ARISE High School and shall be accommodated.

Alternative Grading Options for Students With Special Needs

In recognition of the fine line between effectively accommodating the needs of our students with IEPs and helping our students reach their fullest potential and meet our rigorous expectations, it is our goal to graduate all of our special needs students with their A-G requirements met with a grade of B or higher. However, in cases where a C grade for a student with a learning disability is a significant accomplishment that will still further that young person's progress towards college, in consultation with the teacher, our resource specialist and Adelante program leaders and at the discretion of a Co-Principal, a C grade may be assigned. Also, in extreme cases and as part of the IEP process, a Co-Principal may also have the discretion to issue a diploma based on the modifications required in the IEP.

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B. MEASURABLE STUDENT OUTCOMES

There are school-wide goals and objectives that ARISE High School holds for itself and all of its students, as well as individual areas in which we expect each one of our students to demonstrate proficiency prior to graduation. The school's overall goals and objectives include the following:

- 60% of each cohort of 9th graders enrolled 4 years prior either remain enrolled or graduate having met A-G requirements.
- 90% of our students will make progress, as measured against themselves, on value-added measures including NWEA and the SAT writing test, within each school year.
- All graduates will pass the CAHSEE.
- All ARISE High School graduates will meet UC eligibility requirements as well as additional course requirements.
- Every student will take at least two college level courses by the time he or she graduates.
- The school will maintain a minimum of a 90% attendance rate.
- All graduates will have taken either the SAT or ACT.
- All graduates will have completed applications to at least three colleges or universities.
- All ARISE High School graduates will participate in at least two educational programs outside of the classroom.
- All graduates will successfully complete, present, and defend four academic Proficiencies that demonstrate mastery of key skill and content areas aligned with the California state standards. These proficiencies are in:
 - Scientific inquiry
 - Mathematical thinking
 - Literary analysis
 - Historical research and understanding
- Students will also be assessed according to how they demonstrate the following Habits of Mind and Heart:
 - ◊ The Habit of Perspectives & Evidence
Addressing questions from multiple viewpoints and using a variety of ways to solve problems and bringing together relevant information, judging the credibility of sources, finding out for one's self
 - ◊ The Habit of Connection
Looking for patterns and for ways in which things fit together in order to bring together diverse material and form solutions

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- ◇ The Habit of Convention
Meeting accepted standards in any academic area in order to be understood and to understand others; adhering to appropriate guidelines for the different environments one is in such as school, internship sites, etc.
- ◇ The Habit of Perseverance
Seeing things through and staying in there even in the face of adversity
- ◇ The Habit of Exploration & Innovation
Seeking and being open to new experiences and ideas; taking risks and meeting challenges; creatively coming up with new solutions and ideas
- ◇ The Habit of Collaboration
Accepting and giving assistance; working with diverse groups of people
- ◇ The Habit of Leadership & Integrity
Taking initiative in the service of the common good; doing the right thing even when no one is looking; acting ethically, with honesty and compassion for others

- While student achievement is the ultimate measure of the school's success, it is also important that students and families are satisfied with the program and direction of the school and feel as if it is meeting their needs. A minimum of 85% of our students and families will express satisfaction with their experience at ARISE High School, as measured by survey data.
- It is our goal to have a minimum of a 90% four-year college admission rate and to have 80% of graduates matriculate to a two- or four-year college.

ACADEMIC PERFORMANCE INDEX

As part of the annual cycles of inquiry and regularly looking at school and student data to inform school improvement plans, ARISE High School staff and key stakeholders will continue to analyze the school's Academic Performance Index and Adequate Yearly Progress targets to create plans for meeting the goals and raising the API score.

C. ASSESSMENT METHODS

ARISE High School believes that through project and community-based learning, differentiated, highly personalized instruction, and heterogeneous groupings of students, the needs of a diverse array of learners will be successfully met. ARISE High School has a system for facilitating both individualized goal-setting and standardized school-wide expectations and requirements, as well as school-wide and

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individual assessment processes. Multiple measures will be used to assess individual students as well as the school's overall progress.

ARISE students are assessed on their ability to perform real-world tasks that demonstrate meaningful application of the essential standards-based knowledge and skills that they will acquire during their time at ARISE. We believe that in order to be productive citizens, students should become proficient at performing tasks they will encounter when they graduate. We teach students to use mathematics to solve real-world problems, to problem solve and analyze historical events, and to conduct authentic scientific investigations, not just know these disciplines. As a result, the way that we assess ARISE students drives the way we envision, plan, and execute our curriculum. The cornerstones of our assessment model are portfolios, exhibitions, and demonstrations of mastery.

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Assessment at ARISE looks very different from traditional assessment. In each course, students are evaluated on their level of mastery of each habit of mind and heart within the context of the discipline. Students are assessed according to their level of mastery in each unit, and then summatively at the end of each semester.

Learning Targets:

These are the essential standards-based knowledge and skills students are expected to master by taking the course. The teacher is engaged in a constant inquiry cycle to assess student mastery of these targets using different strategies and techniques, and the teacher is ultimately accountable for student mastery of these targets.

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Habits of Mind and Heart:

These are the core practices of thinking and ways of being that we want our students to absorb and develop. Each learning target is tied to a habit of mind or habit of heart. Every day students should understand how what they are doing is connected to the Habits.

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Formative Assessment:

During every class, the teacher uses formative assessment to track student learning. Through asking questions, class discussion, group work, conferencing, mini-presentations etc, the teacher observes student progress towards the learning targets.

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Summative Assessment:

Although summative assessments can happen at any time during the semester, there are two times that summative assessments must occur: the mid-semester, and the end-of-semester. The mid-semester summative assessments are called "portfolio documents" and are standardized by the department. The end-of-semester summative assessments generally are final projects/performances in the 9th and 10th grades, and the Proficiencies in the Senior Institute.

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Rubrics & Holistic Assessment:

At ARISE, we do not calculate grades through percentages or points. We use rubrics to provide detailed and meaningful feedback based on student progress towards the learning targets. Every assignment has a rubric, and students should be familiar with the rubrics before they begin the assignment. At the end of each quarter, report cards are made using a rubric that contains the learning targets for that period of time. Students either Exceed, Meet, Approach, or Do Not Meet the target. This system allows the teacher to use formative and summative assessment to determine what students have actually learned, rather than calculate what students have done.

Grade Translation:

Students can only receive a grade of B or higher at ARISE in order to ensure mastery and in order to graduate our students UC/CSU eligible. Because we need to send college transcripts and cannot simply send our rubrics, we have a grade translation document that shows how the rubrics translate to a grade. If a student has a Does Not Meet for any Habit, then he or she cannot pass the course. However, we do not want the conversation with students to be about grades. We want it to be about learning and mastery.

Standardized Assessments:

ARISE High School will administer the following state-wide assessment tests annually: the California High School Exit Examination, the California English Language Development Test, the physical performance test, and the STAR tests. In addition, all of our students will be required to take either the SAT or the ACT. Three times a year, NWEA's computer-adaptive, value-added tests will be administered to assess student growth and learning in math and English. Twice a year, the SAT writing prompt will be administered to all students and double scored to track individual progress.

Other Assessment Measures:

Through our pioneering performance based evaluation and compensation system supported by the Reach Teacher Incentive Fund Consortium work, including the research of our UC Berkeley evaluators who are studying ARISE, we are gathering additional data and evaluations. NWEA and other standardized test assessments, analysis of teacher and student work; measures of college readiness, matriculation and attendance data all help to give us a comprehensive picture of how our students are doing and how to best improve our student achievement outcomes.

In addition to conducting and reviewing students' scores on state assessment tests such as the California Standards tests and the California English Language Development Test, incoming ARISE High School students will be assessed in numeracy and literacy using NWEA MAP testing as well as writing assessments to determine baseline data for individual goal-setting and instructional accommodations. Every student will have an individualized graduation plan (an addition to an I.E.P in the case of our special needs students.) Student growth will be assessed through student

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portfolio presentations, teacher progress reports and report cards, and progress towards individual graduation plans, in addition to progress on standardized tests. Through their portfolios, students will demonstrate mastery in all of ARISE High School's key learning areas (see previous sections).

In their presentations, as well as their family conferences, students will discuss both their strengths and weaknesses in each area of learning and together with their families and teachers, adjust their individualized graduation plans to best respond to their particular needs. For example, a student who has not yet demonstrated proficiency in English as measured on the CELDT exam will schedule additional English language tutoring during our after school sessions and might choose a homestay experience in the summer in a monolingual, English-speaking household in another part of the country. A student who is a very proficient reader and might be feeling somewhat under-challenged in his ninth grade Humanities class by the level and number of texts can elect to take a college literature course at Berkeley City College or plan an independent study project based on starting his English literature proficiency portfolio. A junior who struggles with math might put in her graduation plan an internship in an accounting firm or learning how to do bookkeeping for a small business. Another junior might elect to take a Chemistry class based on a learning expedition on the chemistry of everyday food and products as well as a college Bioethics class to further her passion about science and interest in pursuing a biochemistry major in college.

The chart below demonstrates how the school's assessment methods will measure the school's outcomes:

| OUTCOME | METHOD(S) OF ASSESSMENT |
|---|--|
| All graduates will pass the CAHSEE. | CAHSEE results provided by the state and monitored for individual students in their files. Measured by individual test score data and collected in <u>Formative Learning</u> |
| <u>90% of our students will make progress, as measured against themselves, on value-added measures including NWEA and the SAT writing test, within each school year.</u> | Tracking of enrollment and graduation data <u>housed on Formative Learning</u> . |
| <u>60% of each cohort of 9th graders enrolled 4 years prior either remain enrolled at or graduate from ARISE having met A-G requirements</u> | Transcripts of graduates |
| All ARISE High School graduates will meet UC eligibility requirements as well as additional course requirements. | Tracking of students' college application <u>submissions</u> |
| <u>All graduates will have completed applications to at least three colleges or universities. It is our goal to have a minimum of a 90% four-year college admission rate and to have 80% of</u> | Collecting college acceptance and matriculation data and inputting it on the |

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graduates matriculate to a two- or four-year college

Formative Learning platform; following up with graduates after graduation,

All graduates will have taken either the SAT or ACT.

SAT or ACT test results monitored in student files

The school will maintain a minimum of an 90% attendance rate.

Attendance records

All ARISE High School graduates will participate in at least two educational programs outside of the classroom.

Student documentation and records kept in files, graduation requirement tracking tool

Every student will take at least two college level courses by the time he or she graduates.

Transcripts/grades from the courses obtained from the institutions of higher education kept in students' files and/or entered on our transcripts; data collected on Formative Learning

Every student will produce evidence of their proficiency in specific content areas, which they will then defend before a panel of educators and content experts. Students are required, at minimum, to create and present "Proficiencies", for defense in the following areas:

Student portfolios and rubrics used by panels to score their presentations. Evidence of scores kept in student files and used as one of the determinants for graduation. Graduation numbers will reflect students who successfully complete and defend these portfolios.

- Scientific inquiry
- Mathematical thinking
- Literary analysis
- Historical research and understanding

All students will demonstrate development of ARISE High School's Habits of Mind and Heart

Rubrics and grading systems in every class reflect assessment of Habits of Mind and Heart. These assessments are a part of the progress reports shared with families and maintained in student files.

85% Student and Parent Satisfaction

As measured by survey data and interviews

USE AND REPORTING OF DATA

ARISE High School's commitment to continuous improvement is evident in the following data-driven processes and structures created and sustained to allow all learners opportunities to continue to develop intellectually:

- School administrators, teachers, students, and parents regularly practice habits of reflection, critique, and revision.

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- The school regularly collects and analyzes student achievement data, disaggregated by different subgroups within the school, e.g. race, ethnicity, gender, class, etc. School staff uses this data to address issues of predictability and inequitable distributions of student achievement.
- The school community participates in annual School Self-Reviews, sharing results with the broader public and collaboratively setting goals for the future.
- School staff engages in teacher-led inquiry and action research connected to classroom practice and student achievement goals.
- Teachers observe one another and give each other feedback on their practice.
- School staff participates in Critical Friends/Inquiry Groups and hosts school visits from critical friends.
- School staff works to improve cultural competency and seeks ways to understand and improve relationships with students and the communities to which they belong.
- School staff designs and participates in extensive, ongoing professional development aligned with the school's mission and goals while building an effective, thoughtful, adult learning community at the school.
- All teachers and instructional leaders collect, review, and analyze data on their effectiveness as well as student achievement using the Formative Learning platform built to support our performance based evaluation and compensation system.

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The school faculty, in collaboration with the greater school community and key stakeholders, conducts ongoing cycles of inquiry, using the data described in the previous section, disaggregated by different categories of the school's population, as well as in-depth analysis and discussions of student work, to assess how the school is progressing and what adjustments need to be made to the school's program. For example, if the vast majority of students are easily passing the California High School Exit Exam in English, but a majority are failing the Math component, the faculty would conduct an inquiry project about the math curriculum in the 9th and 10th grades and look closely at teacher practice and student work in those classrooms. The staff might also pilot math competitions through advisory or adjust the math test preparation lessons happening after school. In addition to looking for school-wide trends, the faculty will also conduct regular student study team meetings, looking at individual students and how effectively the school is addressing their needs. Finally, the same cycle of inquiry will be used to examine the school's API and AYP growth targets,

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The school uses PowerSchool, Data Director, and Formative Learning to manage student data. Overall school data is available on our website. ARISE High School's School Accountability Report Card, API and AYP, targets, and growth will also be available on the website, as will samples of student work. The greater the transparency of the work of the school and its overall progress, the more successful we will be.

If ARISE High School does not test (i.e., STAR) with the District, ARISE High School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

Since student and parent satisfaction are critical to the school's success as well, the student and parent surveys evaluate the quality of the ARISE High School experience for students and families, and student and parent satisfaction will also be used in the school's annual cycle of inquiry and ongoing data-based school improvement efforts.

As mentioned earlier, ARISE is also being evaluated by a team from UC Berkeley as part of our Reach Teacher Incentive Fund Consortium work.

PUBLIC RECORDS

ARISE High School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including ARISE High School, to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at ARISE High School and of the District. ARISE High School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that ARISE High School does not have that ARISE High School needs in order to meet its obligations, the District shall provide the same to ARISE High School in a reasonably timely manner upon request.

EXTERNAL REPORTING

ARISE High School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

D. GOVERNANCE

ARISE High School shall be a public charter school operated by a duly constituted California Public Benefit Corporation pursuant to California law. This nonprofit corporation will continue its existence notwithstanding any withdrawal of charter status.

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As provided by the California Corporations Code, ARISE High School will be governed by its Board of Directors, whose members will have a legal and fiduciary responsibility for the well-being of the organization. The Board of Directors will be composed of five to fifteen members who will have experience in the following areas of expertise:

- Curriculum & Instruction,
- Management & Leadership,
- Financial Management,
- Legal Issues,

ARISE High School will seek members who may also have the following expertise:

- Community & Public Relations,
- Standards & Assessment,
- Parent/Guardian Relations & Outreach,
- Organizational Development
- Facilities & Real Estate.

The board will include at least one staff person who is employed by the school and one parent representative whose child attends the school, and a non-voting student representative. Oakland Unified School District as the chartering authority may recommend one member to sit on the board. To prevent any real or perceived conflict of interest, this district representative will not be a district staff or board member and will sit on the board as a nonvoting member who facilitates communications and mutual understanding between the charter school and the district.

The school will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The Board of Director's major roles and responsibilities include:

- Adopting and overseeing the budget and fiscal affairs of the school;
- Approving policies and procedures regarding employment, including but not limited to, appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;
- Incurring temporary debts in anticipation of the receipt of funds;
- Overseeing the performance and ensuring accountability of any outsourced service providers;
- Establishing the annual academic calendar;
- Designating depositories of school funds;
- Establishing admissions policies and procedures;
- Hiring, evaluating, and dismissing the Executive Director;
- Approving contracts above \$10,000;
- Contracting with an external auditor to produce an annual financial audit according to Generally Accepted Accounting Principles;

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- Appointing and removing members of the Board of Directors pursuant to the bylaws;
- Prescribing the duties of the Board of Directors;
- Reviewing discipline procedures and hearing discipline appeals;
- Developing and maintaining relationships with community, neighborhood organizations, and other agencies;
- Organizing fundraising campaigns for ARISE High School;
- Having and exercising all of the powers and means appropriate to affect the purpose or purposes for which the school is chartered.

The Executive Director will oversee that the instructional leadership effectively manages the day-to-day administration of the school such as program planning and implementation, including curriculum, instruction, assessment, and staffing. The Executive Director will manage the other school leaders and ensure that the school remains on track academically.

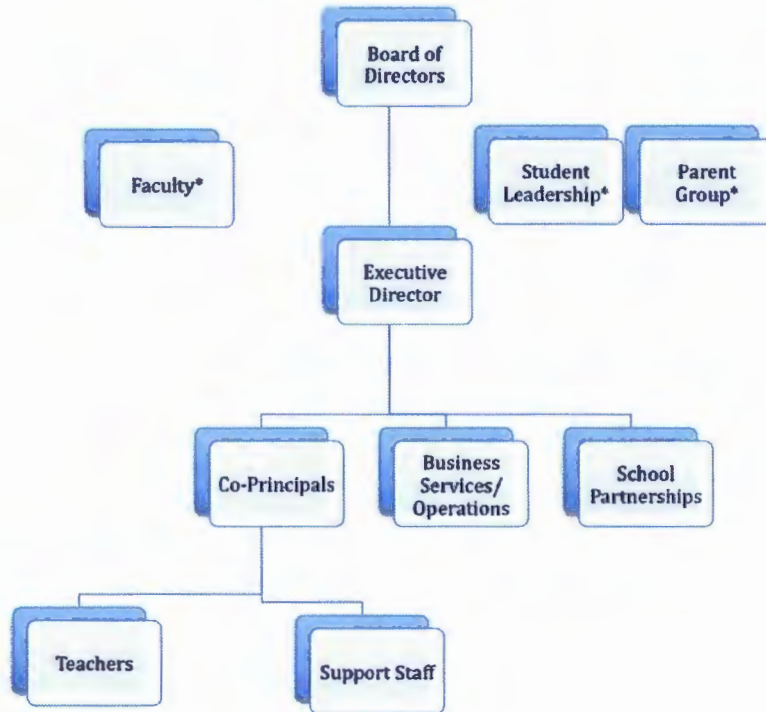
Business and financial administration such as SACS compliant financial accounting, cash flow management, accounts payable/receivable, payroll, and government reporting will be provided by an outsourced financial services company. The financial services company will work closely with and under the guidance of the Executive Director under the ultimate authority of the Board of Directors to maintain the fiscal health of the school. The Board will implement internal financial controls appropriate for a non-profit charter school.

Bylaws for the school specify the terms of service and procedures for electing new directors. The Board of Director terms are staggered so as to ensure continuity in school governance.

The Board of Directors receives training including but not limited to governance, fundraising, charter school finance, the Brown Act, and general laws applicable to charter schools. These trainings are conducted by expert consultants or knowledgeable board members or staff.

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* Each body sends a representative to serve on the Board of Directors

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PARENT GROUP/LOCAL ORGANIZING COMMITTEE

ARISE High School will also be served by a Parent Group/Local Organizing Committee (LOC) consisting of and led by parents of currently enrolled students at the school. The LOC shall also recommend parent nominees to serve as the parent delegate to the Board of Directors. Additional roles of this council include:

- Outreach to parents and families of potential incoming students (at middle schools and local community organizations);
- Working to ensure balanced and inclusive participation from all families;
- Working with staff to organize school open houses for new potential students and families;
- Fundraising for the school;
- Establishing effective methods of communicating input from parents to school administration, teaching staff and Board of Directors; and identifying other ways for effective parent involvement with the school

FACULTY

Because we are such a small school, all of the teaching staff participates in decision making and leadership, with one representative elected by the faculty to serve on the school's Board of Directors. This representative will bring the faculty perspective to school decisions.

STUDENT LEADERSHIP

The student body will elect representatives to serve on student leadership. The student leaders will in turn elect one of its members to serve on the Board of Directors in a non-voting capacity. The representative will bring the student perspective to school decisions.

ASSURANCES

ARISE High School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, sexual orientation or disability. ARISE High School will comply with all applicable federal, state and local laws. It will purchase and maintain as necessary general liability, automotive liability, errors and omissions, workers compensation and unemployment insurance policies. To the extent allowable by law, the Board of Directors may delegate the implementation of its duties to the Executive Director, employees of the school or other responsible parties.

ARISE High School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it

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may be changed from time to time as long as the charter school has been given written notice of the policy change.

ARISE High School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. ARISE High School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of [CHARTER SCHOOL], it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by [CHARTER SCHOOL] by law or charter provisions.

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Members of ARISE High School's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

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ARISE High School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

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ADDRESSING PARENT COMPLAINTS

ARISE High School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. ARISE High School will not, at any time, refer complaints to the District.

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The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

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ARISE High School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with ARISE High School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. ARISE High School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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ARISE High School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

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ARISE High School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

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E. EMPLOYEE QUALIFICATIONS

Qualifications of School Employees

ARISE High School shall meet all requirements for employment set forth in applicable provisions of law. All staff will be required to have TB tests, be fingerprinted, and have background checks conducted before employment.

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ADMINISTRATOR QUALIFICATIONS:

Administrators at the ARISE High School should possess leadership abilities, a comprehensive portfolio that clearly demonstrates success in leadership, a comprehensive educational vision that is consistent with the school's mission and educational program, and skill in hiring and supervising certificated and classified staff,

The minimum criteria for administrators include having:

- a California Administrative Credential or similar experience/educational background;
- evidence of educational leadership
- positive references from immediate and past employers
- knowledge of the state accountability system in California
- human relations skills necessary for creating a collaborative and spirited school culture focused on raising student achievement.

TEACHER QUALIFICATIONS:

It is ARISE High School's intent to hire the best teachers available. Our staff has a wide range of expertise and experience, particularly in project-based learning, ideally in an expeditionary learning environment. Our expectation is that we have teachers who believe our children can meet rigorous academic expectations and will hold them to high standards. Furthermore, they must be willing to commit to professional

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development, which will be ongoing and consistent throughout the academic year, as well as work within our performance based evaluation and compensation system.

All core teachers (Math, Science, Social Studies, Language Arts) at ARISE High School will:

- hold a California teaching credential, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.
- Will demonstrate proficiency in the subject they will teach.
- Have previous experiences working with the types of students who attend ARISE High School.
- Make an investment in the school's philosophy, vision, and pedagogy.

We will comply with recent legislation regarding charter schools and teacher credentialing, ensuring that every student will have a 'highly qualified' teacher. Furthermore, when applicable, ARISE High School will sponsor teachers to attain any credits that will contribute to National Board certification.

ARISE High School recruits and hires a diverse faculty composed of highly qualified teachers with demonstrated positive attitudes and willingness to serve historically under-served children. We achieve this goal through conducting statewide and national searches to hire the finest teachers available. This includes contacts to highly regarded graduate and education schools, teacher training programs, and experienced teachers.

Teacher orientation is comprehensive, consisting of two weeks of professional development prior to the beginning of the school year to ensure a thorough understanding of ARISE High School's programs and effective teaching practices. Every teacher will be trained in standards based instruction, student assessment, and expeditionary/project-based learning pedagogical strategies. Ongoing professional growth opportunities will be provided through teacher coaching and mentoring, collaborative grade level and vertical articulation meetings, orientation to new curriculum, formal training through the Reach Institute for School Leadership, and designated staff development opportunities.

Teacher attributes include (but are not limited to):

- Willingness to work in an urban environment with diverse students
- A clearly articulated vision of what a high school education should exemplify
- Evidence of a portfolio of work that suggests excellent teaching
- A desire to be part of a team that believes in high academic performance for all
- Strong interpersonal skills and a desire to achieve success

ARISE High School employs approximately 12 teachers. Hiring criteria includes state certification, a willingness to adapt to change, strong interest in professional development, an ability to work collaboratively with peers, and a demonstrated

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understanding of how shared accountability will result in a strong academic environment for children. Teaching applicants must welcome the unique challenge of teaching at high levels with expectations that exceed many public schools. All faculty and staff at ARISE High School will be considered "at will" employees and the contracts will clearly articulate this designation.

EMPLOYEE REPRESENTATION

ARISE High School shall be deemed the exclusive public school employer of the employees of ARISE High School for the purposes of the Education Employment Relations Act (EERA). ARISE will adhere to all applicable provisions of EERA.

F. HEALTH AND SAFETY

ARISE High School has adopted and implemented a comprehensive set of health, safety, and risk management procedures and/or policies. These procedures and policies have been developed in consultation with the school's insurance carriers.

The school:

- Requires all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Implements procedures to prevent contact with blood-borne pathogens and other communicable diseases.
- Has adopted a policy regarding the administration of medication in accordance with Education Code § 49423
- Requires all employees be tested for tuberculosis in accordance with of Education Code § 49406
- Requires that each employee of the school who is required by law will submit to a Department of Justice background check and furnish a criminal record summary as required by Education Code Section 47605 (b)(5)(F).
- Requires all staff to be mandated child abuse reporters and provides training on the matter
- Requires that instructional and administrative staff receive training in emergency response, including CPR and first aid.
- Is housed in a facility that has received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- ARISE High School shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Has adopted an extensive emergency plan that outlines policies and procedures for response to natural disasters and emergencies. This includes seating a schoolwide emergency team that includes teachers, administrators,

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counselors, and parents. The emergency plan spells out procedures for most conceivable emergencies.

- Is established as a drug, alcohol, and tobacco free workplace.

These policies and procedures have been and will continue to be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the board of directors and by the faculty and staff.

G. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

It is the explicit goal of ARISE High School to ensure that the racial and ethnic balance of the student population at ARISE High School will be reflective of the population within the Oakland Unified School District. Since ARISE High School believes that in order for students to become adequately educated in the 21st century, they need to be skilled at communicating and working with a diverse cross-section of people from many different backgrounds and environments, having a diverse student population is important.

ARISE High School is located in the heart of the Fruitvale neighborhood in Oakland, accessible to our community partners and local feeder middle schools, and easily accessible by public transportation.

Many venues for outreach are used to inform the community of the mission, goals and objectives of ARISE High School. The diversity of the Oakland community is targeted by our recruitment efforts. Recruitment presentations are given at and for the following collaborating community agencies and middle schools:

Community Agencies

- Mills College Educational Talent Search
- Oakland Community Organizations (OCO)
- Oakland Housing Authority

Middle Schools

- Elmhurst Community Prep
- Urban Promise Academy
- United for Success
- ASCEND

Other recruitment activities include:

- Developing and distributing marketing materials in multiple languages;

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- Visiting and speaking at local community based organizations, such as the ones listed above, in targeted low-income neighborhoods;
- Speaking at civic organizations, with a particular focus on local community populations;
- Inviting local television and print media reporters to report on the school;
- Encouraging teacher referrals from other campuses;
- Reserving an 80% admissions preference for "first-to-college" students—students who come from families where they would be the first to graduate from a 2- or 4-year college.

H. ADMISSIONS REQUIREMENTS

Students are considered for admission without regard to ethnicity, national origin, gender, disability, or achievement level. ARISE High School will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. ARISE High School is open to all students in the state of California who wish to attend the school.

The following admission requirements, timelines, and procedures apply at ARISE High School:

The admissions process will be carried out in two phases. Each year, ARISE High School sponsors an open enrollment period that will be completed by March 1. If the number of applicants exceeds the maximum or required number of students, enrollment will be determined by a public random drawing ("lottery system"). Preferences in the lottery system will be granted as follows:

- (1) 80% of capacity at each grade level "first-to-college" students who reside within the District—students who come from families where they would be the first to graduate from college;
- (2) siblings of ARISE students and children of ARISE High School staff, design team members and Board members

Once admitted to ARISE High School, students will be granted admission in subsequent years. Students enrolled will submit a completed Intention to Return form no later than June 1 or the student may lose their enrollment status.

Students who are not admitted through the lottery will be put on a rank ordered waiting list. If slots open in a grade level, students will be pulled from the waiting list in rank order. Students may remain on the waiting list until the following year's lottery, at which time the student may choose to resubmit his or her application for inclusion in the lottery.

As part of the application process, all parents/guardians and students are asked to attend a parent/guardian and student orientation meeting and to sign a letter indicating they understand and are committed to the outcomes, philosophy and program of ARISE High School.

Admission tests will not be required; however, assessments may, at the discretion of the Charter School, be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills.

By October 1 of each year, ARISE High School will notify the District in writing of the application deadline and proposed lottery date. ARISE High School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

I. AUDIT- FINANCIAL AND PROGRAMMATIC

INDEPENDENT FISCAL AUDITS

In compliance with Education Code section 47605(b)(5)(l), ARISE High School's Board of Directors will oversee the selection of an independent auditor and the preparation and completion of an annual audit of the school's financial affairs. The audit will check the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and review the school's internal controls. The audit will follow generally accepted accounting principles. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The Board of Directors will select the auditors after conducting a formal request for proposals from qualified auditors with experience in educational finance. ARISE High School's Board of Directors will then oversee and accept the independent audit. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year, and a copy of the auditor's report will be sent to the charter school liaison of the Oakland Unified School District, the Superintendent of Alameda County, and the State Charter Schools Office by certified mail. The organization's finance committee will then review any audit exceptions or deficiencies within 30 days of board review and issue an acceptance of the audit to the organization's Board of Directors along with recommendations on how these will be resolved. Finally, school leaders will create a formal report that addresses any exceptions or deficiencies. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

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DISPUTE RESOLUTION
Disputes Between ARISE High School and OUSD

ARISE High School and OUSD agree to resolve controversies, claims, or disputes cooperatively and in good faith and as expeditiously as possible. ARISE High School and OUSD[... [80]

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The independent fiscal audit of ARISE High School is public record and will be provided to the public upon request.

To the extent that ARISE High School is a recipient of federal funds, including federal Title I, Part A funds, ARISE High School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. ARISE High School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

ARISE High School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

BUDGETS

ARISE High School will receive directly those funds to which it is entitled from the State. The School Director, with the assistance of a business manager or consultant, will establish an annual operational budget for each fiscal year and a three year financial projection. The budget development process will begin in March of the year preceding the budget fiscal year and will continue through the May Revision of the Governor's budget. The annual budget will be presented to the Board of Directors for adoption consistent with the general time lines and requirements related to state school budgets in the State of California. The adopted budget will reflect annual budget priorities and be balanced on a three-year timeframe.

The annual operating budget must be adopted by the Board of Directors and must accommodate any adjustments or revisions required as a result of an annual audit by June each year. The Board of Directors will also review the three year financial operating projections annually at the time it adopts the annual operating budget.

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The adopted annual budget will be presented to the District's Board of Education on or before July 1 of each fiscal year during the term of the charter. The Budget shall include all estimates of income and expenditure for the fiscal year, including cash flow and start-up costs, if any. The budget will include and ARISE High School will maintain a reserve account for economic uncertainties.

The School Director and Board of Directors will monitor the budget on a monthly basis and recommend formal budget revisions for Board approval as needed.

IMPACT ON CHARTER AUTHORIZER

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

- o September 1 – Final Unaudited Financial Report for Prior Year
- o December 1 – Final Audited Financial Report for Prior Year
- o December 1 – First Interim Financial Report for Current Year
- o December 15 – Schedule of Expenditures of Federal Awards
- o March 1 – Second Interim Financial Report for Current Year
- o June 15 – Preliminary Budget for Subsequent Year

ARISE High School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- ARISE High School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of ARISE High School.
- The District is authorized to revoke this charter for, among other reasons, the failure of ARISE High School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit ARISE High School's books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter.

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- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

ARISE High School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to ARISE High School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to ARISE High School's operations is received by the District, ARISE High School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by ARISE High School by law or charter provisions.

INSURANCE

ARISE High School will continue to purchase and finance property, general liability, worker's compensation and other necessary insurances required for a school of our size through private carriers or the California Charter Schools Association (CCSA) JPA.

OUSD shall not be liable for the debts or obligations of the school pursuant to Education Code Section 47604 (c) which provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit benefit corporation, shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by charter school, if the authority has complied with all oversight responsibilities required by law." ARISE High School will indemnify, defend, and hold harmless the District for damages resulting from the acts of the school, as will be further detailed in a memorandum of understanding ("MOU") between the parties.

ADMINISTRATIVE SERVICES

ARISE High School plans to expand the scope of contracts with business services providers, such as Charter School Management Corporation, Charter School Accounting, or EdTec, to provide improved business consultation and support to the School Director and the ARISE High School Board of Directors. ARISE leadership is

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recommending to the board of directors that we contract with Charter School Management Corporation (CSMC.) CSMC, founded in 2001, provides comprehensive business services to over 120 charter schools in 5 states. CSMC has worked with single school, multi-school, and CMO operators throughout all stages of their organizational development. CSMC provides complete back office solutions including Accounts Payable, Accounts Receivables, General Ledger Accounting, budgeting, cash flow planning, NCLB, complete GAAP and California Charter Law business compliance. CSMC also provides technical support and service for Student Information Services such as Powerschool, and comprehensive CALPADS compliance support. With its strong staff of Certified Public Accountants, former School District and County Office of Education business professionals, SIS and Assessment experts, CSMC provides its clients with unparalleled resources and experience.

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The School Director will oversee the work of the business services company, which handles all back-office business functions, including: accounts payable/receivable, general accounting, payroll, and insurance and benefits administration. The provider will ensure that all reporting is submitted accurately and in a timely way, including all government financial reporting, attendance reporting, and payroll/benefits reporting. The business services provider will also assist ARISE staff and board on business issues that arise during the year, such as MOU negotiations, financial modeling of programs, strategic planning, transportation, and others. The provider will help the director and Board of Directors create and monitor the annual budget and will provide monthly budget and cash flow projections and analyses.

In consultation with the auditor and legal counsel, the business services provider will assist the school in maintaining appropriate financial controls and procedures such as adopting conflict of interest policies, requiring multiple signers on checks over \$5000, separating invoice approval from check approval, monthly board review of all payments, and monthly revenue and bank reconciliation.

In the event that any administrative services are to be purchased from OUSD by ARISE High School, the specifics will be agreed to in a Memorandum of Understanding between ARISE High School and OUSD, or other mutually agreeable contract before any services are performed.

J. SUSPENSION/EXPULSION PROCEDURES

A comprehensive and well accepted set of disciplinary policies is essential to ensure a safe and effective educational environment. ARISE High School will continue to update and adopt a student handbook that details the school regulations and policies as well as the school's expectations regarding attendance, mutual respect, substance

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PUBLIC SCHOOL ATTENDANCE

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abuse, violence, safety and work habits. This handbook is distributed to students, parents, and teachers. School discipline policy will be reviewed with students and parents upon admission. In addition, the school discipline policy, including the lists of offenses for which students are subject to suspension or expulsion, shall be amended from time to time based on staff, parent, Board of Director, and student feedback.

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ADELANTE STUDENT DISCIPLINE POLICY OVERVIEW

In order for ALL students to be able to meet the high expectations that ARISE High School holds, a thorough system of support is critical. While our entire school is designed in such a way as to make the education experience highly personalized, attentive, and nurturing. Adelante Student Support Services is both structure and philosophy at ARISE to provide more intensive support towards helping students move forward. While there are systems and programs that exist within the Adelante canopy, Adelante itself cannot be reduced to a process or policy. As such, Adelante partners with the All In! project of the Seneca Center to create the conditions, procedures, and resources to support struggling students academically & socio-emotionally using these approaches: Personalization, Response to Intervention (RTI), and Restorative Justice. Structures to activate Adelante include:

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- Advisory
- Coordination of Services (COS)
- Academic Intervention (school day and after school programs)
- Socio-Emotional Group Counseling
- 1 on 1 Adelante Counseling
- Mediation Referrals (peer to peer or student to teacher)
- Youth Adelante Council

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Our approach at ARISE High School is to create a supportive environment where structures are in place to proactively support students to do and act their best. Adelante and our highly personalized program should allow for us to troubleshoot issues before they result in any disciplinary incidents and provide students necessary social/emotional support. ARISE will also introduce a new Youth Council ("Youth Adelante Council") beginning in the 2011-2012 school year that empowers students to take responsibility for their community through the principles of restorative justice.

Our classroom approach at ARISE is to coach teachers and students towards cultivating "classroom cohesion". Classroom cohesion is a departure from the concept of class management. Teachers should not be spending a lot of time regularly "managing" their class community. Class cohesion works to intentionally develop the norms, systems, procedures, conditions, and culture of all members in the classroom. Most incidents/conflicts that occur within the classroom should be handled there. Teachers receive professional development in conflict mediation, advising/mentoring, and restorative justice principles in order to support students through conflict and other socio-emotional needs.

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Examples of these types of incidences include, but are not limited to, disruptive behavior in class, inappropriate language, tardiness, and accidental and/or [minor] destruction to school property. Teachers, Advisors, and/or the Youth Adelante Council will address these issues as they occur.

Mediation Referrals

Serious incidents/conflicts may need additional mediation and intervention by a Co-Principal, Adelante Coordinator, School Counselor, and/or Advisor. In that event, a teacher may need to immediately send a student to the office or call for someone to pick up a particular student(s). The "Mediation Referral Form" is one tool to activate that process.

The following incidents may warrant the use of the Mediation Referral:

- Act or threat of physical violence
- Violent verbal interaction
- Use of hate speech
- Sexual harassment
- Clear suspicion of substance abuse
- Bringing a weapon, illegal drugs, or other inappropriate things to school
- Theft/robbery
- Intentional destruction and/or defacement of school property

Once a student enters the Mediation Referral process, ARISE High School will both follow restorative justice principles as well as adhere to well-defined regulations of suspension and expulsion based on equality and the right to due process.

ADELANTE Coordination of Services (COS)

A student can also be referred to the Adelante C.O.S. (Coordination of Services) circle for disciplinary interventions related to academics, behavior and/or socio-emotional needs. These interventions are intended to be proactive and supportive rather than reactive and punitive. The COS team is comprised of at least the following people: Intervention Teacher(s), School Counselor, Adelante Coordinator, Co-Principals, and the teacher/advisor(s) most closest to the newly referred student(s). Once a student is referred to COS, the team identifies a number of actions needed to support the student. Over time, the effectiveness of the actions get evaluated and adjusted as necessary (i.e. Response to Intervention model). Some actions include, but are not limited to the following: student observation, behavioral contract, student pull out time for 1 on 1 support or providing a quieter environment, SST (Student Success Team) meeting.

Logical Consequences

For all disciplinary issues, logical consequences will be applied where appropriate. Possible consequences may include, but are not limited to, the following:

- Repairing any damage that has been done
- community service

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- public apology
- formal, written apology
- discussion of recurring issues at community meetings
- conflict mediation (with teacher or another student)
- parent meeting
- referral to the principal
- loss of off campus lunch privileges
- Suspension
- Expulsion

Suspensions

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.

Grounds for Mandatory Suspension

Below is a partial list of mandatory grounds for suspension:

1. Possessed, sold, or otherwise furnished any knife, or other dangerous object.
2. Possessed, sold or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
3. Offered, furnished, or sold any substitute substance represented as a controlled substance, or intoxicant of any kind.
4. Committed or attempted to commit robbery or extortion,
5. Stolen or attempted to steal material school or private property.
6. Unlawfully possessed, offered, furnished, or sold any drug paraphernalia.
7. Knowingly received stolen school or private property.
8. Committed hate crimes.

Grounds for Discretionary Suspension

Below is a partial list of grounds for discretionary suspension:

1. Threatened, attempted, or caused physical injury to another person.
2. Willfully used excessive force or violence upon the person of another, except in self-defense.
3. Disrupted school activities or willfully defied the valid authority of school personnel.
4. Was party to actions that caused the mandatory suspension of another student.
5. Willfully damaged or vandalized school property.
6. Committed an obscene act or engaged in habitual profanity or vulgarity
7. Committed sexual harassment.

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8. Possessed or used tobacco or any product containing tobacco or nicotine products, including clove cigarettes.

The above lists are not exhaustive and depending upon the offense, a student may be suspended for misconduct not specified above when such conduct warrants suspension.

PROCEDURES FOR SUSPENSION

1. Informal Conference

Suspension shall be preceded by an informal conference conducted by the School Director with the student and his/her parent/guardian. At the conference the student will be informed of the reason for the disciplinary action and the evidence against him or her and will be given the opportunities to present his/her version and evidence in his/her defense. The conference may be omitted if the School Director determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. In the event the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

2. Notice to Parents/Guardians

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. It will be followed up with a written notification, which will state the specific offense committed by the student. In addition, the notice may also specify the date and time the student is expected to return to school. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

3. Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

4. Appeal of Suspension

The parent or guardian of a suspended student or the suspended student him or herself may appeal the suspension decision directly to the School Director. The School Director will expeditiously review the case with the parent and/or student in question. If the School Director determines that the student has not violated one of

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the rules in the student handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed. This process will be amended as the administrative structure changes with the growth of the school and will be defined in the student handbook. Final appeals are to the Board of Directors.

Grounds for Mandatory Expulsion

1. Committed sexual assault.
2. Possessed, sold, or otherwise furnished a firearm, explosive or other life-threatening weapon.
3. Knowingly participated in activities that seriously endangered students, parents, or staff.

Grounds for Discretionary Expulsion

9. Possessed, sold or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
10. Offered, furnished, or sold any substitute substance represented as a controlled substance, or intoxicant of any kind.
11. Committed or attempted to commit robbery or extortion,
12. Stolen or attempted to steal material school or private property.
13. Unlawfully possessed, offered, furnished, or sold any drug paraphernalia.
14. Knowingly received stolen school or private property.
15. Repeated offences that would be grounds for suspension.

The above lists are not exhaustive and depending upon the offense, a student may be expelled for misconduct not specified above when such conduct warrants expulsion.

EXPULSION PROCEDURES

1. *Recommendations for Expulsion*

Students will be recommended for expulsion if the School Director finds that at least one of the following findings may be substantiated:

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

2. *Expulsion Hearing and Written Notice to Expel*

A student recommended for expulsion is entitled to a hearing in order to determine whether he/she should be expelled. The hearing will be held within ten (10) days after the School Director determines that an act listed under "Grounds for Mandatory Expulsion," "Grounds for Discretionary Expulsion," or other expellable offense has occurred. The hearing will be presided over by the Board of Directors or an administrative hearing panel appointed by the Board. To ensure an unbiased process,

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such a panel would include teachers, or retired teachers, or administrators from outside the charter school.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least five (5) calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of ARISE High School's disciplinary rules, which relate to the alleged violation.
- Notification of the student's parent/guardian's obligation to provide information about the student's status at ARISE High School to any other district in which the student seeks enrollment.
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by a non-attorney or counsel at the sole cost and expense of the parent/guardian of the student recommended for expulsion.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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The School Director or designee following a decision by the Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- The specific offense committed by the student; and
- Notice of the student's or parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with ARISE High School.

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The School Director or designee shall send written notice of the decision to expel to the student's district of residence and the County Office of Education. This notice shall include the following:

- Student's name; and
- Specific offense committed by the student.

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In the event of a decision to expel a student from ARISE High School, the school administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

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3. *Appeal of Expulsion*

A request for appeal of expulsion must be received within five [5] working days after the written notice received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal itself will occur within ten [10] working days after the written notice received by the parent/guardian, and must be attended by parent(s)/guardian(s). In the case of expulsion a fair and impartial panel of representatives appointed by the Board of Directors will hear the appeal, and its decision will be final.

SUSPENSION – EXPULSION OF STUDENTS WITH EXCEPTIONAL NEEDS

In the case of a special education student, or a student who receives 504 accommodations, ARISE High School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

Suspension

While special education students are subject to suspension on the same grounds as general education students, special education students may be suspended for up to, but not more than 10 consecutive school days if he/she poses an immediate threat to the safety of himself or herself or others.

5. Suspension will be imposed only when other means of correction fail to bring about proper conduct.

6. This will be done though a positive behavior intervention plan developed by the IEP team.

Expulsion

In the event that a special education student commits one of the acts enumerated in the "Grounds for Mandatory Expulsion" or the "Grounds for Discretionary Expulsion" sections, she or he is subject to expulsion only if all of the following conditions are met:

- The IEP team determines that the misconduct was not caused by, or was not direct manifestation of, the student's identified disability.
- The team determines that the student had been appropriately placed at the time of the misconduct occurred.

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VII. FINANCIAL PLANNING, REPORTING, and ACCOUNTABILITY

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K. RETIREMENT SYSTEMS

ARISE High School will be responsible for the retirement benefits of its employees. All full-time certificated employees who are eligible have the option to participate in the State Teachers Retirement System (STRS). The Bookkeeper/business services provider will work with OUSD and/or the County Office of Education to ensure that appropriate arrangements for the allowable coverage have been made. All employees who are not members of STRS or PERS, or an alternative qualified retirement plan must contribute to the federal social security system to the extent required by federal law.

ARISE High School will make the appropriate employee STRS withholding from the employees' paycheck and will contribute the employer's portion. All withholdings from employees and the employer contribution from ARISE High School will be forwarded in a timely fashion to the STRS funds as required.

ARISE High School will also make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

L. ATTENDANCE ALTERNATIVES

Students who opt not to attend ARISE High School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of their residence.

M. RETURN RIGHTS OF SCHOOL DISTRICT EMPLOYEES

All staff at ARISE High School shall be considered employees of ARISE High School and shall have no automatic right to employment or reemployment in the District. Existing District employees who wish to seek a leave of absence for employment at the Charter School may apply for a leave of absence in accordance with District policies and procedures and applicable collective bargaining agreements. Absent agreement with the District to the contrary, staff of the Charter School shall not continue to earn service credit (tenure) at the District while employed by ARISE High School.

N. DISPUTE RESOLUTION

The staff and Governing Board members of ARISE High School agree to attempt to resolve all disputes between the District and ARISE High School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between

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the District and ARISE High School, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
ARISE High School
3301 East 12th Street, Suite 205
Oakland, CA 94601

To Coordinator, Office of Charter Schools:
Tilden School
4551 Steele Street, Room 11
Oakland, California 94619

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be

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shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Disputes Between ARISE High School and OUSD

ARISE High School and OUSD agree to resolve controversies, claims, or disputes cooperatively and in good faith and as expeditiously as possible. ARISE High School and OUSD agree that ARISE High School will have an opportunity to present its position before any action is taken regarding a dispute, and that every effort to resolve the issue amicably will be given before any conditions are given or potential charter revocations are taken. However, ARISE High School understands that OUSD may visit the school at any time, and that if OUSD has a strong basis to believe that a particular infraction of the charter may cause imminent harm to students or staff, then OUSD may move to revoke the charter immediately.

The District agrees to give the charter school reasonable opportunity to cure any deficiencies in its performance prior to initiating revocation proceedings unless the violation presents an imminent threat to the health or safety of the students.

Immediate Revocation. If the District concludes that a violation of the charter constitutes a severe and imminent threat to the health and safety of the pupils, a written determination of the severe and imminent threat will be personally served on the administrator in charge of the charter school and followed by certified mail. When there is a written determination that a violation constitutes a severe and imminent threat to the health of safety of pupils, the charter may be suspended immediately, pending an investigation and the result of the revocation process.

Internal Disputes

Internal disputes at the school, including disputes among students, staff, parents, and board members shall be resolved pursuant to the policies and processes developed by the school and included in student and staff handbooks.

The District shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the School Board and/or Principal. The District agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, unless the district believes there may be an immediate threat to the health

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or safety of students or employees at the site, or unless the School Board has requested the district to intervene in the dispute.

O. COLLECTIVE BARGAINING

ARISE High School shall be deemed the exclusive public school employer of the employees of ARISE High School for the purposes of the Education Employment Relations Act (EERA).

P. SCHOOL CLOSURE PROCEDURES

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible closure-related activities.

The Board of Directors or its designee will promptly notify parents and students of the Charter School, the District, the County Office of Education, the School's SELPA, retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, etc.), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies, including specific information on completed courses and credits that meet graduation requirements.

The Board or its designee will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's official action to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232q. All records of the School shall be transferred to the District upon School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit

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completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.

The School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the charter school and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As the School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER-RELATED ISSUES

TERM

The term of this charter shall begin July 1, 2012 and expire five years thereafter on June 30, 2017.

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ARISE High School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

The District may revoke the charter of ARISE High School in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

FACILITIES

ARISE High School plans to continue operating in the Fruitvale Village at 3301 East 12th Street, Suite 205, Oakland, CA 94601.

If ARISE High School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If ARISE High School moves or expands to another facility during the term of this charter, ARISE High School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. ARISE High School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

DISTRICT FEE FOR OVERSIGHT

The District may charge for the actual costs of supervisory oversight of ARISE High School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if ARISE High School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

AMENDMENTS

Any amendments to this charter shall be made by mutual agreement of the Board of Directors of the ARISE High School and the Oakland Unified School District. Material

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revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

SEVERABILITY

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and the ARISE High School Board of Directors. The district and the charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

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COMMUNICATIONS

All official communications between ARISE High School and the Oakland Unified School District will be sent via First Class Mail or other appropriate means to the following addresses:

ARISE High School
3301 East 12th Street, Suite 205
Oakland, CA 94601

Oakland Unified School District
Office of Charter Schools
Tilden School
4551 Steele Street, Room 11
Oakland, California 94619

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FACILITIES

The charter development team is currently investigating private facilities and does not anticipate an impact on district facilities in its first year.

ADMINISTRATIVE SERVICES

ARISE High School will be responsible for all its own business services (which may include contracting with an outsourced business provider or Mills College).

In the event that any administrative services are to be purchased from OUSD by ARISE High School, the specifics will be agreed to in a Memorandum of Understanding between ARISE High School and OUSD, or other mutually agreeable contract before any services commence.

POTENTIAL CIVIL LIABILITY EFFECTS

ARISE High School is responsible for matters of civil and financial liability resulting from the operation of ARISE High School. ARISE High School will carry levels of general liability, property, workers' compensation, Directors and Officers, and unemployment insurance appropriate for the size and scope of the school's operation.

ARISE High School is willing to include liability understandings in the Memorandum of Understanding that hold OUSD harmless for ARISE High School debts and obligations of ARISE High School as well as from all matters of civil liability resulting from the operation of the Charter. ARISE High School assumes that OUSD is willing to provide a parallel provision that holds ARISE High School harmless from OUSD's debts and obligations as well as all n... [99]

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Assurances

This form is intended to be signed by a duly authorized representative of the applicant and submitted with the Full Application.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for ARISE High School to be located at or near the Mills College Campus is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further I understand that if awarded a charter, the school:

Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]

Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. California Education Code §47605(b)(5)(O)]

Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]

Will not charge tuition. [Ref. California Education Code §47605(d)(1)]

Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]

Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]

Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.

[Ref. Criteria for Review, §11967.5.1(f)(5)]
Will ensure that teachers in the school ... [100]

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Signatures of credentialed teachers who are meaningfully interested in teaching at ARISE High School to fulfill the requirements of 47605 (a)(1)(A)
Signatures of parents of who are meaningfully interested in sending their students to ARISE High School

Attachment II: Resumes of Founding Group

Lead Developers:
Jose Hernandez, Student Design Team Member
Romeo Garcia, Founding Co-director and developer
Laura Flaxman, Founding Co-director and developer
Emma Paulino, Founding Parent and developer
Bronwen LaMay, Founding Teacher and developer

Design Team Advisors and Mills Partners:
Delaine Eastin
Jane Bowyer

Attachment III: Description of Partner organizations

Mills College TRIO Program
Coalition of Essential Schools

Attachment IV: Sample Curriculum

Biology
Humanities

Attachment V: Draft School Safety Plan

Attachment VI: Draft Student Handbook

Attachment VII: Draft Employee Handbook

Attachment VIII: Three-year budget, one-year cash flow, staff plan, and narrative

Attachment IX: Letters of Support

Oakland Community Organization
Delaine Eastin

Attachment X: Outreach Materials

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ARISE High School

Authenticity, Rigor, Inspiration, Success, Empowerment

Petition for the Renewal of ARISE High School

We the undersigned believe that the attached Charter renewal deserves considerations and hereby petition the governing board of the Oakland Unified School District to grant renewal of this charter. In accordance with provisions of California's revised Charter Schools Act we hereby exercise rights as granted in section 47605 (A) of the Education Code—namely that the charter petition is "signed by a number of teachers that is equivalent to at least one-half (6) of the number of teachers (12) the charter school estimates will be employed in the charter school during operation.

| Name of Teacher | Home Address and Zip Code | Home Phone Number | Meaningfully Interested in Teaching at the Charter | Current School | Type of Credential Held | Signature | Date |
|-----------------|-------------------------------------|-------------------|--|----------------|----------------------------|-----------------|------------|
| Mary Kelly | 2421 7th Ave 94602 | 510-725-7129 | YES | ARISE | Preliminary Credential | Mary Kelly | 10/25/11 |
| Ashanti Brant | 7514 Holly St Oakland CA 94621 | 510-684-4842 | Yes | ARISE | SS MATH | Ashanti Brant | 10/25/11 |
| DEVIN CROSBY | 2421 7th Ave 94602 | 415-517-7164 | Yes | ARISE | Social Studies | Devin Crosby | 10/25/11 |
| BERENICE DIMAS | 2812 Foothill Blvd Oakland CA | 624-502-9034 | YES | ARISE | | Berenice Dimas | 10/25/2011 |
| Pedro Navarro | 6014 Leona St. Oakland CA 94605 | 510-316-6503 | Yes | ARISE | Spanish | Pedro Navarro | 10/25/2011 |
| Cesar A. Cruz | 4532 Ygnacio Ave. Oakland, CA 94601 | 510-776-3740 | Yes! | ARISE | | CA. Cruz | 10/25/11 |
| Fernald Reyes | 2836 Parker Ave Oakland CA 94605 | 510-589-9276 | YES | ARISE | ENGLISH, Multiple Subjects | Fernald Reyes | 10/25/11 |
| ELIZABETH SOLIS | LAKED AVE OAKLAND CA 94605 | 510-499-3730 | HELL YES! | ARISE | SOCIAL STUDIES | Elizabeth Solis | 10/25/11 |
| Karen Salazar | 4816 Kim St. W. Pittsburg, CA 94505 | 213-220-4527 | YES!! | ARISE | ELA | Karen Salazar | 10/25/11 |

CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).
- You may find it helpful to refer to the renewal criteria and their respective characteristics outlined in the Renewal Handbook.

*This report is to be submitted to the Board of Education **in conjunction** with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.*

| 1 What is distinctive about your school? |
|---|
| <p>ARISE High School has several features that make it a unique and distinctive educational program. From its inception, ARISE has been intentional about working with a wide range of students, welcoming students who have been unsuccessful or even expelled from previous schools as much as the students for whom college has always been a goal. Our mission is to show that every student who comes to us, the vast majority of whom are first generation college-bound, is capable—and deserving—of a four year college trajectory. To support this mission, there are numerous components in place that we feel are particularly innovative and promising. We see successful college preparation and attainment as having three distinct branches: 1. academic preparation; 2. the technical aspects of college applications, admission and enrollment; and 3. the social/emotional resilience needed to graduate high school, matriculate in college and graduate from college.</p> <p>Our academic preparation includes rigorous performance based assessments that mirror college-style and level work, particularly in our “proficiencies” which are a signature feature of our performance based assessment system; a mandatory concurrent enrollment program with the community colleges where students actually practice and demonstrate success in college while still in high school; a “Senior Institute” model for our juniors and seniors that gives them practice with the independence of choosing classes and thinking about their graduation and college entrance requirements, as well as balancing a mix of college and high school classes.</p> <p>To assist with the tremendous work of helping first-generation college-bound students apply for college admission, scholarships, and aid, we have a weekly college seminar that begins sophomore year just to provide time and focus on this critical process.</p> <p>Finally, we continue to learn that the greatest obstacles in our work are largely psychological, and our program seeks to address this through multiple structures designed to build a college-going culture, a strong and supportive community, and develop our students’ resilience and confidence. These structures include our advisory program,</p> |

our weekly school-wide community gatherings, our college retreats and tours, our Adelante support and restorative justice circles, and our cultural immersion requirement. Additionally, some of our program elements work in multiple arenas. For example, our students gain both academic preparation and self-confidence by successfully completing college classes, and our mentors, while helping students with the technical aspects of their applications, also build relationships and add to the students' support systems that help them to make the important step to college.

ARISE's focus on student leadership is also distinctive. Students are involved in major decisions and programs in the school, including the selection and evaluation of teachers, restorative justice processes and peer mediation, designing and leading community meetings, running student orientations, and teaching and serving as teaching assistants for classes.

ARISE is unique in its instructional methodology. Using a project-based approach, students are not simply required to memorize material, but instead challenged to elevate their thinking and analyze content in a more rigorous way. ARISE students are constantly operating at the highest levels of Bloom's taxonomy and grappling with how new knowledge is relevant to their context and their goals. In addition, ARISE places a high importance on teaching standards through a culturally relevant lens for students that also emphasizes students' knowledge of self. Teachers create forums for robust discussion about the standards, while at the same time integrating a multi-cultural perspective towards developing the agency to be able to transform oppressive conditions. Students are taught to be knowledge producers, as opposed to only consumers, through exhibitions, projects, and proficiencies. In these ways, we are not only building content knowledge and skills, but we are also raising responsible human beings who are critical thinkers and engaged citizens.

As part of this project-based approach, students are challenged to seek knowledge outside of their immediate Fruitvale community. Specifically, as part of the ARISE curriculum, students are required to complete service projects in the community and participate in a cultural immersion program to contextualize the standards they learn in class in other cultures. In the past, ARISE students have completed their cultural immersion requirements in, among others, Italy, Nicaragua, Thailand, east coast prep schools, and wilderness areas of the U.S.

Our community partnerships also make us unique. We have deep connections throughout the Oakland community and beyond that enrich the academic experience of our students. From our strong concurrent enrollment/early college program with the Peralta Community Colleges to our partnership with the Unity Council to our piloting of the Heroic Imagination Project curriculum, we utilize community resources to further challenge and expand the learning of our students in numerous ways.

In the words of one board member: "The mission of the school is that 100% of students will attend college. No excuses. It is rare for a school to hold such high expectations for its students. This expectation is communicated starting on Day 1 of a student's freshman year and continues throughout their entire ARISE experience. The staff of the school supports this mission by providing comprehensive college application support, including financial aid consulting and regular college visits. To date, ARISE has been successful in upholding its mission and in each of the last two years 100% of graduating seniors earned acceptance into a four-year institution of higher learning. This is truly remarkable given that nearly the entire student population will be the first in their families to attend college."

Most recently, a noteworthy addition to ARISE's program is our innovative partnership with Seneca Center and the development our Coordination of Services (COS) Team and other new features that have come about through this partnership, much of which is detailed later in this report in numbers 12 and 13. This partnership has helped us to significantly improve our efforts to serve a diverse array of learners.

Lastly, our pioneering work as the leader of the Reach Teacher Incentive Fund (TIF) Consortium, our federally

funded performance based evaluation and compensation system, sets us apart and has led to our becoming a national leader in creating an innovative, multiple measures, performance-based teacher and principal evaluation system. This work is so exceptional that our Executive Director was asked to present to district, school, and union leaders from around the country at this year's annual federal grantee meeting in Washington, D.C.

2 How effective is your school overall?

| | | | | | | |
|-------------|---|---|---|---|---|----------------|
| | 5 | 4 | 3 | 2 | 1 | |
| Evaluation: | | | X | | | Unsatisfactory |

How do you know?

By some measures and in some areas, our school is tremendously successful, while in others it is not. While we are very proud of our college acceptance rates and of our students' and graduates' performance in college, we still have a long way to go in terms of our students' performance on standardized tests, how we accelerate student learning more quickly (particularly for students who come to us significantly behind academically) and how to keep and ultimately graduate more of our most at-risk students. We know this through looking at various forms of data, both informal and formal (college matriculation, test scores, API, surveys, interviews with current and graduated students, etc.)

What are its notable strengths?

Our greatest strengths have been in college attainment (our 100% four-year college admissions rate for our first two graduated classes) and our students' success in college. We are particularly proud of the students we have prepared and sent off to successful college careers who were completely off the college track when they came to us. Not only are we proud of the students that have gained entry to college, but every student from our first graduating class who started in a four-year college last year successfully completed their freshman year, a truly remarkable statistic. We have built a strong community, a positive school culture, and created numerous innovative and compelling programs. Our performance based assessment system (which includes our proficiencies and Bridges) is one of the innovations of which we are particularly proud and to which many of our alumni credit their post-secondary preparation and success so far. The partnerships we have built with community-based organizations, colleges and corporations have enhanced our success and visibility. Notable collaborations in place include Summer Search, Mills College TRIO Programs, Students Rising Above, Outward Bound, a host of colleges and universities.

We have also increased our focus on student academic and developmental support through our Adelante system of interventions and counseling, trying to more further realize our mission of serving *all* of our students effectively and getting them *all* on the path to college. Adelante, which includes the services offered through Seneca, along with our year of planning to put in place our Teacher Incentive Fund performance based evaluation and compensation system, were significant factors in our 86 point growth on our API this past year.

What are the main priorities for improvement?

1. Instruction: We need to continue to improve our instruction across the board and accelerate our students' academic growth, particularly in terms of foundational literacy and numeracy skills, while still holding our high expectations around college. As a small school, we also need to ensure that the quality of our teaching continues to become more consistently high and that an entire semester or year is not lost for students in a classroom with one struggling teacher. We have prioritized teacher professional development for these reasons.
2. Testing: While we will never be a school that is focused primarily on test scores, we need to help our students become better test takers, not just for the school's viability in terms of our CAHSEE and CST results, but also for the critical role that their SAT scores play as students seek admission to college. Our new focus on implementing our data-rich, performance-based evaluation and feedback system, with clear and detailed accountability measures, will help us in these areas.

3 How well is the school regarded by its students and parents?

| | | | | | | |
|-----------------------|---|---|---|---|---|----------------|
| | 5 | 4 | 3 | 2 | 1 | |
| Evaluation: Excellent | | X | | | | Unsatisfactory |

How do you know?

Students and parents provide feedback via year-end surveys, as well as participating in regular weekly and monthly meetings and focus groups. At different points in the year, we also bring together all of our stakeholders to give feedback on the range of ARISE's programs. For this report, we also conducted interviews with all stakeholders, including current and graduated students and parents.

What do (a) students and (b) parents most like about the school?

- a) Students appreciate our focus on college and the support we offer them in the application process, particularly the closer they get to college as a reality for them. Students also talk about the strong sense of community, the fact that faculty and staff are willing to put in extra hours providing students with individual support, their relationships with key staff members, the high expectations school staff have of them, the college guidance, Intersession and the trips they take for those classes as well as for college tours and retreats, their cultural immersion experiences, and—after they are headed off to or attending college—the proficiencies and the presentations that they have to do and defend in order to pass them.

As one student from our first graduating class reflects: "The teachers didn't give up on us. It would have been easy for them to not push us to do what we needed to do, but that ultimately is what prepared me for the path that I'm on now. What also helped me about ARISE was the teachers encouraging us to try things that were unfamiliar to us and that we didn't know anything about. I also appreciate that it was harder to graduate from ARISE because the work that I did my freshman year at Willamette was easier than what I did senior year at ARISE. I really liked the history that we learned because it's not like history at other schools. I learned about World War II in the Phillipines and Brown vs. Board of Education and those are things that people usually only learn about in college."

- b) Parents also appreciate our focus on college and the support offered. They like the fact that ARISE is a safe place for their children. They also appreciate the extra time and assistance provided by faculty and staff for individual students. Parents are comfortable coming to the house of staff members and inviting us into their homes to strengthen the bond between school and home. Recently, two families in crisis came to the home of our Co-Founder to get support with situations their children had gotten into, and there are many other examples of this kind of deep connection between parents and our school.

What do they feel needs improvement, and what action is being taken?

- a) Increasingly, particularly as students move up to our Senior Institute, they are worried about their skills. We think that is a good sign as we have helped both teachers and students use the language of mastery and skills when it comes to assessing student performance. Students are also consistently concerned about the quality of their teachers, and we have taken their evaluations and their voices very seriously in our staffing decisions. In terms of skills development, our alumni in particular have expressed a need for better math and science instruction. "I would say the science and math programs [are what most need improvement]," reflects one alumni, "because now going into college, I wasn't as familiar with or prepared for all the sciences." Under Kate and G's leadership, there is a renewed and focused agenda about professional development, inducting teachers to ARISE, and clarifying classroom and instructional expectations, which is helping to create a more uniform instructional program. Our creation of and participation in the Teacher Incentive Fund program is also helping us to better use data to drive instructional improvement, as well as implement a cutting edge, high-quality feedback and evaluation system in every classroom. We are also growing our math and science departments, investing in more experienced teachers, coaches and curriculum development in these areas. Another big item for students is the lack of regular physical activity, which we are trying to address in a number of ways. We applied for and received a grant to support additional programming in this area, as funding for partners to provide more physical education opportunities is a challenge. We also started taking students out to a local park on a weekly basis in advisory.

- b) Parents are concerned about financing their children's college educations and we continue to provide assistance in this area as students navigate their college, financial aid, and scholarship applications. This past year, some parents were also concerned about a college tour that, unlike any of the others, was not open to all students since it was paid for by a group of colleges on the east coast who sponsored the trip to bring our most competitive students to their campuses. This year, we are creating a more transparent process around the tour and communicating our selection process with our students and families. We are also implementing more regular communication and workshops with our parents about the college process, as well as all of the various opportunities that are available to students throughout their four years at ARISE. Parents have also expressed that they would like to be made more aware of the various opportunities that are being offered to their students, along with being made more knowledgeable about what is going on at the school in general. For this reason, we have become increasingly deliberate about our communication structures through our weekly "Coffee Mondays" to our monthly college workshops to our parent newsletter, all-call system, "Opportunities" bulletin board, and parent participation in our weekly community meetings and monthly board meetings.

| 4 How well do students achieve? | | | | | | | |
|--|-----------|---|---|---|---|---|----------------|
| | | 5 | 4 | 3 | 2 | 1 | |
| Evaluation: | Excellent | | | X | | | Unsatisfactory |
| How do you know? | | | | | | | |
| We look at a variety of student achievement measures including data for graduation; college admission, matriculation, and retention; community college course grades; internal grades and performance assessments (Bridge, proficiencies, Exhibition Nights, student led conferences); CAHSEE, CELDT, CST, and SAT scores. | | | | | | | |
| In which subjects and grades do students do best, and why? | | | | | | | |
| There are many different ways to define students' performance, even at the subject and grade level. In terms of course grades, our students perform "best" in their Spanish classes, both at the high school and community college level (we currently have approximately 20 students taking Laney College's Spanish for Native Speakers class each semester.) Our students' highest scores on all of the standardized tests they take are on the Spanish SAT subject test, as well, where the scores typically range from 620 to 780. Reinforcing ARISE's theory of action that high expectations and accelerated courses are effective for helping students to achieve and become college ready, our students have also done well in community college English courses, including those offered on ARISE's campus as well as this past semester when five ARISE students took an upper level English course at Berkeley City College. Students also do well in their arts classes, which have been traditionally offered only through our partnership with Laney. Through our performance based assessment system, we have also seen evidence of our juniors and seniors demonstrating success through presenting and passing their "proficiencies" in math, English, history, and science. These assessments, in the form of 5-10 page academic papers, projects, and presentations, play a primary role in helping us to determine our students' college readiness and as discussed earlier have helped our students feel prepared for their college experience. | | | | | | | |
| In which subjects and grades is improvement needed, and what action is being taken? | | | | | | | |
| Our students need to improve their literacy and numeracy skills and their achievement on corresponding tests and in their English and math classes. Last year, we created special intervention programs in math, reading, and writing, as well as a new 9 th grade math support this year. We have also continued to build and improve a school-wide literacy initiative, professional development around literacy, and academic interventions. Our science instruction has also been an area in which improvement is needed, and we have recently put additional resources in this area, hiring an experienced teacher and coach to grow our science department. During the second and third year of ARISE's existence, we also had some of our less effective teachers in our ninth and tenth grades. Although we ultimately asked some of these teachers to leave, we have also been increasingly deliberate and effective with putting our most successful and experienced teachers in those grades, doing the important work of norming students to the ARISE way and accelerating learning for students who are coming to us below grade level. | | | | | | | |
| Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, | | | | | | | |

what action is being taken?

During our third year, as a result of looking at our student achievement data, we began an inquiry cycle on male achievement, which was a particular issue for us. This led to the creation of our Ever Forward Club, a single sex intervention and leadership program for our young men that later added a young women's section. Through this program and the participation of the teachers, we have lessened this gap and, for the Ever Forward Club boys in particular, eliminated it, as shown in the CST scores for this cohort, as well as in their course passage rates. Some of the strategies that the Ever Forward Club uses, which we are also using in our Adelante program that allows us to reach an even greater number of students, include case management, study halls, stressing healthy male and female social-emotional and academic development, peer mentoring and support, and more.

5 How effective is the quality of instruction, including teaching, learning and curriculum?

| | | | | | | |
|-----------------------|---|---|---|---|---|----------------|
| | 5 | 4 | 3 | 2 | 1 | |
| Evaluation: Excellent | | | X | | | Unsatisfactory |

How do you know?

Student evaluations of teachers, student performance data (including both standardized and local measures), performance assessments, teacher observations and evaluation, focus groups and interviews of current students and graduates.

Which are the strongest features of teaching and learning, and why?

Student evaluations of teachers suggest a high degree of personalization and cultural relevance. Students report feeling challenged. Proficiency presentations demonstrate a high degree of mastery of content and speak to a high level of rigor in senior institute classes. On student evaluations, students say that they have improved as writers at ARISE. Our writing instruction is based on fostering the 6+ traits; our approach to reading is based on Harvey Daniels. Teachers strive for depth over breadth, and students develop deep understandings of complex scientific, historical, and social science concepts. Our grading system of A, B, or No Credit/In Progress forces teachers to push students to achieve high level work, and a mastery-based system assures that no student can graduate without a certain degree of competence in all disciplines. ARISE teachers have also become increasingly skilled at scaffolding assignments, lessons, and units so that students can meet our high goals. Another strong feature of teaching and learning at ARISE is our culturally relevant pedagogy and social justice teaching. For instance, while we are continuously striving to develop the quintessential ARISE curriculum, standards, and projects in every discipline, we are further along in our Humanities program where we have codified a consciousness-raising curriculum that focuses on 1. Knowledge of self, 2. Systems of oppression, 3. Systems of social reproduction, and 4. Modes of transformative resistance, while simultaneously developing students' metacognitive, literacy, and analytical skills.

Overall, ARISE's teaching has continued to improve, particularly as we have continued to refine our performance based assessment system which is a main driver of our instruction. The school is committed to only retaining the best teachers and/or the teachers who demonstrate progress and commitment towards becoming a great teacher. Last year was our strongest faculty yet, and this year it's even stronger, allowing us to foster an increasingly robust professional learning community. We have also increased the average years of experience of our teachers, leveraging various professional teacher networks and attracting teachers from all over the state allowing us to become more selective and less likely to hire first year teachers. There has been an increase in professional development and coaching around scaffolding instruction for students, as well as on creating, tuning, and collaborating on culturally relevant curriculum.

What aspects of teaching and learning most need improvement, and what action is being taken?

Using data to inform instruction and to structure appropriate intervention is a key area of improvement. Teachers primarily use observation, anecdote, and student work samples to determine where to re-teach or intervene, but this process must be made much more systematic and concrete. Last semester, we began a series of professional development sessions that focused on tracking student performance, and we will continue this work. In addition, teachers will have more baseline data about math, reading, and writing to work with this year, thanks to our

Teacher Incentive Fund work and our MAP reading and math assessments and SAT writing assessment administered three times per year. We have started analyzing our data as a school on a regular basis, and making targeted plans for improving student performance. Using data to drive instructional improvement, through data sharing during professional development and critical inquiry groups around targeted instructional dilemmas, is a central component of our Teacher Incentive Fund work, so this is now in place for the current year.

6 How effective are the professional development opportunities provided to teachers and administrators?

| | | | | | | | |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
| | | | X | | | | |

How do you know?

Conversations with teachers, debriefing with PD committee, evidence of change in teacher practice, full attendance and participation in our professional development, whole staff reflection on inquiry cycles.

Which are the strongest features of professional development, and why?

The strongest features of our professional development include a robust professional learning community and the active engagement of teachers in improving instruction and the school program as a whole, with different teachers leading professional development in their specific areas of expertise. Teachers are learning new strategies for literacy and for working with students on a socio-emotional level. The schoolwide systems are also becoming more coherent and codified. Teachers play a role in crafting their professional development and in the words of one of our teachers in his third year with us: "Teacher morale is higher than ever. There are more collaborative and collective endeavors and we have open forums for teacher ideas and rapid follow up/follow through."

Our professional development through the Reach Institute for School Leadership is also a strength, particularly now that it has been intensified and improved through the TIF project. Along with our new system of accountability measures for teacher effectiveness and student achievement, we are implementing a schoolwide (and in some cases TIF Consortium-wide) professional development plan that is fully aligned with these accountability measures.

How are professional development activities selected and evaluated?

Much of our professional development over the past year has been selected by working with the PD committee and the Seneca staff, particularly given our teachers' need for learning how to differentiate their instruction. Our teacher needs (determined by asking them, observing in their classes, looking at student achievement data) drive our professional development, as well as the design of our TIF project. Our professional development has been evaluated by debriefing with our PD committee, with the faculty as a whole, and by 1-on1 meetings with each teacher at the end of the semester. For the first time, through TIF, our professional development will also be evaluated through the various teacher effectiveness and student achievement measures that are a part of our performance based evaluation and compensation program, and alignment between our PD and student achievement will be a particular area of focus for the researchers from UC Berkeley who are studying and informing our TIF project.

As mentioned before, there is also a new focus for our professional development thanks to the deep work of the TIF consortium, which is largely driven by a steering committee of school leaders from ARISE, Lighthouse, and BASE, in collaboration with Reach and our partnering professors from UC Berkeley, who are informing our work through the design study that they are doing through our project.

What aspects of teaching and learning most need improvement, and what action is being taken?

We need to continue to work on solidifying what "the ARISE way" of teaching looks like, which we have started doing in a coordinated way. This includes developing a common language around instruction, and common strategies that are used in each room. We have implemented an increased focus on providing feedback to teachers, through formative, summative, and peer evaluations. We have begun norming what should be visible in each classroom and the key components of unit plans that everyone needs to have, including a focus on establishing clear and measurable learning targets for every course. We also need to incorporate looking at data into more PD and use it as the driver for figuring out what direction to move next. The latter is a significant aspect

of our Teacher Incentive Fund project, and so we are now beginning to do this through our use of the Formative Learning platform and extensive data collection for teacher evaluation and feedback along the many accountability measures assessed through TIF.

7 How effective is the assessment of student learning?

| | | | | | | | |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
| | | | X | | | | |

How do you know?

Bridge and proficiency scoring rubrics, videos, progress reports, grading system and grading data, pre and post assessments. We are catching high needs kids through ongoing assessment, both formal and informal, and then targeting instruction through our All In (Allied Intervention) and Adelante programs, and differentiated instruction in our classrooms.

What are the strongest features of assessment?

Over the years we have built an effective performance and mastery based school-wide assessment system. Our standards-based report cards, built around our Habits of Heart and Mind, specific learning targets, and performance tasks are designed so that students are able to clearly see when they have demonstrated mastery of particular standards and what they still need to do to gain mastery. Students receive thorough and clear feedback and assessments and our process requires students to self-assess and reflect on their progress towards the learning targets frequently. Our "Bridge" and "Proficiency" systems are authentic, challenging, high stakes performance-based assessments, which many of our graduates credit with their success in college. The four significant bodies of academic work (and one artistic one) for their proficiencies that students need to produce, present and defend in order to graduate is a major focus of our school and a critical indicator of college readiness. Not only do students need to present and defend four of these papers/projects to meet their graduation requirement at some point during their junior and senior years, but they also need to complete the project and paper without the presentation for every semester of every academic course they take in math, science, history, and English over the two years. For example, an ARISE graduate will have written multiple drafts of at least four 5-7 page literary analysis papers for their English classes, even if they only presented and defended one of them.

What aspects need improvement, and what action is being taken?

While continuing to emphasize our focus on performance-based assessment, critical thinking skills, writing, and college preparation, we also need to do a better job backfilling basic skills, collecting data on where our students are as well as providing interventions along the way, which is also what we have now started doing (see #13.) We also need to spend a little more time and energy explicitly building in more standardized forms of testing, so that we can simultaneously more accurately determine where are students are in terms of their skills and help them become better test takers (again, see #13 for more on what we are doing to address this.)

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

| | | | | | | | |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
| | | | X | | | | |

How do you know?

Our evidence for this is the diversity of our student body. Given our desire to prepare even the most historically unsuccessful students for college, we have successfully recruited a student body that has for the most part come to us unprepared and often disengaged from school in various ways. The majority of ARISE's population are English language learners. Approximately 8% of our student body has identified special needs (although we anticipate that

there are more who have not been identified.) We would like to have more racial and ethnic diversity than we currently have.

What are the strongest aspects of efforts to a diverse student population?

Our goal of serving at-risk students and preparing traditionally low achieving students for college is a strength and we have developed a reputation of being an option for students who have dropped out, failed, or been expelled from other schools. Our community outreach and the many community partnerships that are a part of our regular school program have helped us to develop this reputation and have aided our recruitment. We have also done targeted presentations at Oakland Housing Authority fairs and our local middle schools, who also conduct annual visits to the ARISE campus. Once we have recruited our students, we are also committed to doing everything that we can to keep them and help them be successful, even when they have at times done things that would have gotten them expelled from most district schools.

What aspects need improvement, and what action is being taken?

In the past when OUSD neglected to send us a resource specialist for all but a month of our first two years, some of our special needs students transferred to other programs. We also faced significant obstacles with the district in identifying and collecting the files of our IEP students. As we have invested in running our own parallel special education and support program and when we have been assigned an effective resource specialist, we have been able to identify and serve students that OUSD had never informed us had IEPs in the past, as well as more effectively serve all of our students with special needs. This has led to the recruitment of a larger population of students with special needs. We are continuing to try to improve our identification process and our services for our special needs students as well as all of our students who need extra support, including those without IEPs. We continue to seek ways to increase our outreach in under-represented racial and ethnic communities as well through recruitment efforts in other parts of the city.

9 How effective is the leadership and management of the school??

| | | | | | | | |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
| | | | X | | | | |

How do you know?

The results of the school as a whole is a direct reflection of the school's leadership and management, which as discussed earlier is both extremely promising and positive and also still has room for improvement. Our WASC accreditation and our A-G course approval, our financial viability, our compliance with testing and other reporting requirements, our fidelity to the terms of our charter, the partnerships we have created, our graduation and college matriculation rates, and our API gains are all reflections of effective leadership and management.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

Thanks to a reorganization of leadership and staffing, we now have co-principals who are able to focus exclusively on the instructional leadership of the school, with other administrators focusing on the business and development side of the school's management. As a result, the co-principals are extremely involved in curriculum development and alignment, teacher observations, and providing critical feedback to improve instruction.

Our Teacher Incentive Fund work is only furthering this instructional leadership through a process that includes ten observations per teacher each year, along with conferencing, feedback, and a variety of other professional development activities. The teacher and principal evaluation and observation tools are all tied to California Standards (the California Standards for the Teaching Profession and the California Professional Standards for Educational Leaders, respectively.)

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

In the past, we have provided coaching and professional development to teachers and administrators who are not effectively implementing our academic program, and ultimately we have let a number of teachers and administrators go when their performance did not improve. While this is still our overall approach, now that we have a complex data system that measures both student outcomes and teacher and principal effectiveness, our

salaries are also aligned with this data and it will be much more clear moving forward to identify both what individuals need to do to improve their performance and also to let people go who are unable to improve sufficiently.

Which aspects of leading and managing the academic performance of the school work best, and why?

While not without its challenges, we have the benefit of our original, experienced founders continuing their involvement with ARISE, while also supporting the growth of our new co-principals and creating the space for them to focus more exclusively on instructional leadership than was possible with our previous structure. Our increased emphasis on instructional coaching and feedback is also being escalated by our TIF project and the requirement of so much observation time in classrooms. Our new data system allowing teachers and principals to have a constant feedback loop around their students' achievement and their performance—and being able to look at trends across the school and classrooms—is also an invaluable tool for leading and managing the school's performance.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

This need for data and for constant, regular reflection and feedback on student and staff performance was historically lacking. Now that this is in place, we are going to be able to lead and manage our academic performance and improvement much more effectively. This will also allow our Board of Directors to have a better grasp on where the school is in real time, overseeing the academic program's result through the ongoing analysis of multi-faceted data.

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?

| | | | | | | | |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
| | | | X | | | | |

How do you know?

Student-led conferences; weekly and monthly parent meetings (coffee Mondays); Exhibition Nights, Bridge and Proficiency presentations; regular advisor/parent communication, bi-annual student/family/staff potlucks, one-to-ones between our parent coordinator and parents, parent involvement on the Board and in bi-annual community-wide data analysis, goal-setting and feedback sessions, and annual parent surveys.

Which are the strongest features, and why?

The fact that we co-created ARISE with Oakland Community Organizations has led to parent engagement being a significant element of the school. While we have brought our families for various activities and in various capacities since we first opened, we have worked over the years to involve our parents more specifically and meaningfully in their children's academic education. Every year, we have a parent orientation that includes explaining our graduation requirements, our assessment system, and other key features of our program in detail to our new families. Twice a year, we have student-led conferences that are focused on students' performance and assessment in all of their classes. Parents also come in three times a year for our Exhibition Nights, where they see the end of course, semester, and Intersession presentations of their students' learning. At the end of students' sophomore years, parents serve as panelists for their students' Bridge presentations, which are a reflective portfolio-based presentation and defense about why a student is ready to move up to our Senior Institute. Some parents also attend their students' Proficiency presentations, which occur a minimum of four times at the end of the semesters during their junior and senior years. These frequent, systemic checkpoints serve to give parents meaningful feedback and opportunities to observe their students' progress and learning first-hand. Another strength of ours in this area is that the majority of our staff speaks Spanish, better facilitating communication with our parents.

On a school-wide level, there are weekly parent meetings designed to inform parents and seek input from them about the school as a whole. Led by our parent coordinator, who is an ARISE parent as well, these "Coffee Mondays" typically bring in around a dozen parents, many of whom are also our most involved parent leaders. Some of these particularly involved parents are then the first to know about and sign up to chaperone our college visits and fairs, as well as other opportunities to participate in school events. Our monthly parent meetings are another venue for parents to become more informed about and give input into their school. Through both structures, concerns about

the school have been raised and addressed, such as better communication about out-of-school opportunities, educating parents more about the college process, and transparency in our selection of students for our east coast college tour. Thanks to this regular feedback from parents, we are addressing all of these areas moving forward. We also have points throughout the year where parents are invited in to join staff and students in analyzing school-wide data and offering feedback on everything from budget development to school improvement and curriculum plans.

What most needs improvement, and what action is being taken?

We continue to seek ways to engage *all* of our parents more deeply in their children’s education and to develop our parents’ leadership at ARISE. We hired our parent coordinator a year and a half ago, which has helped us to progress in this area, and she in turn developed our Coffee Mondays last year. Through her work in particular, we are trying to get more of our parents involved in the life of the school, and she has a goal of conducting one-to-one meetings with all of our families to gain their input and help get them engaged. Our board is also now trying to connect more with the parent body by attending meetings and opening up lines of communication beyond the special stakeholder events and the parent representative’s participation on the board. Based on parent feedback last year, we are implementing monthly meetings about the college and financial aid applications led by ARISE staff, particularly geared towards our seniors’ parents, but open to all.

11 How effectively does the school community analyze and use schoolwide data for continuous improvement?

| | | | | | | | |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
| | | | X | | | | |

How do you know?

Stakeholder retreats to look at data, annual data sharing and analysis sessions during our summer institutes and at numerous points throughout the year, leadership team meetings, TIF system.

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?

While we have looked at data throughout our first four years to inform programmatic improvement and to modify instruction, this year we will be collecting a higher quantity and a more informative set of data through our TIF project. We have always looked at our test score, grade, and survey data, as well as data related to our MPOs. However, we are now implementing a system of data collection and analysis that is shared across our TIF consortium schools, consists of pre- and post- assessment tools, and includes built-in structures for inter-rater reliability for assessing both student writing and teacher and principal effectiveness. Through our nationally recognized, groundbreaking system, every teacher, principal, and school in our consortium will have a web-based dashboard that includes all of the various measures of student achievement and teacher effectiveness, allowing teachers and principals to see exactly where students and staff—and therefore the school is—at any given point in time.

Describe how the school is training administrators and teachers to understand and use assessment data.

In advance of fully implementing our new performance based evaluation and compensation system, all administrators and teachers have been trained on the overall system as well as some of the individual components. There will be training throughout the year on a variety of the measures as well, such as scoring the writing assessments, along with any issues that come up as we work with our new web-based platform. Our TIF project is driving our professional development for the year and because of this, the process of understanding and assessing our data will be ongoing.

To what extent are parents and students informed of student performance data individually and schoolwide?

In addition to the annual stakeholder data sessions that we have where individual parents and students are involved, we also discuss our data at our community meetings and our parent meetings. However, again through our TIF project, as we have better, more meaningful and timely data, this will drive conversations with our entire school community in a different and improved way.

What most needs improvement, and what action is being taken?

As a school, the collection of and effective use of data to drive instructional improvement was among our greatest weaknesses in the past. Because of this, we applied for our TIF grant while also budgeting funds to purchase computers, NWEA, and data coordinators. Once we received the grant, we actually had to hold off implementing (and

even purchasing computers and NWEA) our program while we built the system and underwent our planning year. Much of what we were doing as an individual school we actually stopped because we were developing new consortium-wide measures that we knew we'd be implementing for this school year anyway. As a result, we now have a fabulous system that we are implementing from day one of this school year, but we don't currently have the breadth and depth of data that we will have now that our full performance based evaluation and compensation system is up and running. In addition, because our system is so complex and we are measuring so many different indicators of both student achievement and teacher and principal effectiveness, we have been focused on how best to organize our professional development and staff time around our system. We have not thought as carefully about how to educate the rest of our stakeholders and community members about our system. Our current thinking is that once the staff is familiar with and engaged in the system, we will then host meetings about it for others, especially around the different data collection and analysis points throughout the year.

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

| | | | | | | | |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
| | | | X | | | | |

How do you know?

Data from our weekly COS Team meetings cataloging individual students' progress, student achievement data for our students with disabilities and our English Language Learners.

Which are the strongest features, and why?

Our partnership with Seneca, our weekly COS (Coordination of Services) meetings to discuss individual students, and our high level of personalization and looking at each individual student's needs are among our strongest features. Our heterogeneous groupings of students and full inclusion in our college preparation program of our students with special needs, while still providing both push-in and target pull-out support, ensures that they are provided their education in the least restrictive environment possible. Our ongoing professional development around instructional strategies for English Language Learners and differentiating instruction are strengths as well.

What most needs improvement, and what action is being taken?

We need to become more effective at collecting and analyzing ongoing student performance data and connecting these outcomes with instruction in order to better improve our teachers' instruction across the board. We are doing this through the implementation of our performance based evaluation and compensation system, where teachers will have multiple ways to assess their students' performance and growth and see how it connects to their teacher assessments of effective teaching practices. We also just need to continue building on what we started in terms of effective and ongoing professional development around differentiation and English Language Learner teaching strategies.

13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

| | | | | | | | |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
| | | | X | | | | |

How do you know?

Data from our weekly COS Team meetings cataloging individual students' progress, student achievement data for our students with disabilities, our students in need of remediation, our English Language Learners, and our gifted students.

Which are the strongest features, and why?

Thanks to a very strong and growing partnership with Seneca Center and our piloting their All In program (Allied Intervention), diagnosing and addressing the needs of all of our students as individuals, particularly those with special needs whether for remediation or acceleration, for English language support or help with a particular learning challenge, has become a strength. Through our weekly COS Team (Coordination of Services) meetings, administrators, teachers, and Seneca staff discuss individual students, cataloging what interventions have been implemented, assessing progress, and determining next steps. Whether a student needs pull-out academic support, mental health counseling, a targeted writing workshop, or particular classroom modifications, all referred students are discussed and plans are made to address individual needs, so that no students can fall through the cracks. In addition, thanks to our Teacher Incentive Fund initiative and grant, we now have a complex system for assessing students' needs at multiple points and through multiple measures. Starting this year (since the grant required that we take a planning year and not implement anything until now) all students will participate in MAP reading and math assessments and complete an SAT writing prompt at multiple points throughout the year to determine both their starting points as well as their growth. Our individualized and group academic guidance and college preparation activities also inform how we diagnose and address the needs of students in these categories. Among other aspects of this academic guidance, students are also individually scheduled in their classes, ensuring that all students get the support, credits, remediation, and challenge that they need. In particular, this is how are most gifted students are challenged, as they are typically the ones who take the greatest number of college courses.

What most needs improvement, and what action is being taken?

Some of the areas in which we have most needed improvement are now being addressed as described above. The work we did with Seneca last year was the furthest we'd come in effectively addressing our most vulnerable students' needs, from the school-wide professional development we did together with Seneca staff on differentiation and on English language development to coordinating and growing our intervention services. Regularly collecting and using data on where our students are has also been a weakness in the past, which again was ameliorated with our Seneca partnership (and we used various pre and post assessment tools last year) and will be taken to another level through the TIF project. Systems are now in place to diagnose all of our students' strengths, skills, abilities and needs, as well as to meet them.

14 How effective is the governing board of the school?

| | | | | | | | |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
| | | | X | | | | |

How do you know?

Looking back over the history of the board of directors at ARISE High School, we have grown tremendously in our ability to effectively provide oversight and governance support for the school. While our board has grown progressively over time, a significant jump forward took place during the 2010-2011 academic year. The most salient transformation that has occurred is a shift from serving the school in a reactive manner to a more proactive approach. In the past, due to a collective lack of experience with charter schools, the board of directors somewhat passively followed the leadership of the school leaders. Now, the board of directors has a much more effective

culture of accountability where we create forums for candid, robust discussions about how to best execute on the vision for the school. We are excited about the current working relationship between the board of directors and the Executive Director of the school because by leveraging our collective intelligence we will make the best decisions for the students of ARISE.

Another strength of the board is the current culture of the group internally. We have an amazing group of professionals who bring their unique perspectives and experiences to their responsibility as directors. This allows us to have rigorous debate that challenges everyone's thinking. This would not be possible, however, if we did not have directors who brought an unwavering passion for the success of the students of ARISE. Like most governing boards, our directors are unpaid and serve the school part-time, but each individual works relentlessly to address ARISE's needs in an effective and timely fashion.

An area of development for the ARISE board, and why we have not rated ourselves a 5 on the scale, is because we are currently working on improving our lines of communication with all constituencies in the ARISE community. Our relationships with ARISE staff leadership is stronger than ever, but we need to continue working towards better communication with the parents, students, and teachers at ARISE.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

The ARISE board of directors currently has five members, in addition to our teacher, parent, and student representatives. Our goal is to add an additional two directors to the board in the next few months to give us a total of seven. Even though our bylaws allow for eleven board members, research (and our own anecdotal evidence) shows that the ideal decision-making group is seven people.

The process for recruiting new board members is a clear three-step process:

1. Assess - Our board conducts discussions about what skills and experiences are needed on the board. We take inventory of our current strengths and weaknesses and the needs of the school overall. In addition, we reference our job description for directors to remind ourselves the type of person that we want to recruit to our governing board.

2. Coordinate - Based on our search criteria, the board of directors coordinates a search for candidates. This includes the delegation of responsibilities for individual directors to reach out to professional organizations and their own personal networks. In the past, we have identified networks such as Teach For America, Education Pioneers, GO Oakland Public Schools, the Bay Area Volunteer Center's Board Match, private businesses in the Bay Area, and schools of business, law, and education in the Bay Area as communities that can provide us with board members.

3. Execute - Our priority as a board is quality over quantity and it takes a significant amount of time to find the right candidate for our board. The majority of the work in this phase is gathering resumes and filtering prospects based on their experience and passion for education. After we have narrowed our search, we invite the candidate to meet with members of the board for an informal interview. In these interviews, we not only probe deeper into the candidate's experience, but we also think deeply about the candidate's passion for educational equity and commitment to the mission of ARISE. Furthermore, we assess the ability of the candidate to regularly contribute to discussions at ARISE in a meaningful way. If a candidate is supported by a majority of members of the board, the candidate's application is formally voted on in a monthly board meeting and, if approved, they are asked to attend the next board meeting.

After official nomination as an ARISE director, the individual engages in an on-boarding process with the goal of getting that individual ready to meaningfully contribute to the school as soon as possible. This process is managed by an existing member of the board of directors and includes a history of the school, an in-depth summary of current challenges at the school, and one-on-one meetings with school leadership.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

The board has agreed upon the following summary of its mission, which guides all actions of the board:

“The ARISE Board of Directors upholds the mission of the school, maintains the integrity of the founders’ original vision, and sets the strategic direction according to the vision. The ARISE Board accomplishes this primarily by, but not exclusive to, holding the executive director accountable, ensuring legal compliance and financial sustainability, setting policies, and monitoring board performance.”

As indicated above, one of the primary responsibilities of the board is to ensure financial sustainability of the school. There are many levers that the board can pull to accomplish this and facilities is one lever in particular that the leadership team has identified as an opportunity recently. Currently, we rent our facility in the Fruitvale Village and our monthly rent is a much too high percentage of our overall operating cost. We have a year and a half remaining on our lease and the board is currently investigating alternative sites for our school at the end of that lease in order to reduce our fixed costs. This is critical to the long-term success of the school as reducing this financial burden will allow us to reallocate funds to the teachers so that we can improve the instruction that we offer our students.

What are the notable features of the governing board in the school?

This January, the board held its first annual retreat, which included a day and a half of discussion and strategic planning, facilitated by a consultant from the Charter Schools Development Center. At the retreat the board outlined a set of objectives to accomplish this year and benchmarks/leads for accomplishing them. The board will continue this strategic planning exercise annually.

Another notable feature of ARISE’s governing board is the representation of directors who grew up in Oakland public schools and/or were the first in their families to attend college, just like our students.

How effectively does the governing board work with the school leader/s?

The board is very effective in its work with school leaders. There are two primary pieces of evidence that support this belief. The first component is the structured communication between the board and school leadership. Specifically, every Friday morning the Executive Director and board President conduct a thirty minute check-in call to communicate recent developments at the school and shape priorities for the board. In addition, the board leadership is in regular communication with the principals of the school. Through this process, the board receives multiple perspectives on the progress of the school and recommendations for decision-making.

Second, the board is effective in working with school leadership because of a strong culture of accountability between the board and school leaders. The board is proactive in addressing potential challenges at the school and is comfortable asking the necessary questions in a respectful way to ensure effective decision-making. Ultimately, we are all working towards the goal of academic achievement and college admission for 100% of all ARISE students and we are capable of holding each other accountable for that goal.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

| | | | | | | | |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
| | | | X | | | | |

How do you know?

Parent, teacher, community, and student representation on the board; weekly and monthly parent meetings with feedback loops and board representation; shared decision making structures at all levels.

Which are the strongest features, and why?

Our parent organization is rooted in the work of Oakland Community Organizations and uses the LOC (Local Organizing Committee) as its model. The depth and breadth of resources that OCO brings to our parent outreach is extensive. As a result, we have a core of parents who attend parent development workshops every Monday morning. This group has gained momentum over the past year resulting in parents who are more confident to speak to their peers about family and parenting issues.

What most needs improvement, and what action is being taken?

Following the LOC model has greatly improved our 1:1 and small group work with parents. We have yet to achieve the growth we desire in large group, aka Parent Night, meetings. We have developed a Parent Outreach Strategy for this year to increase our efforts to build our large group attendance.

16 How effective is the school at ensuring fiscal soundness and legal compliance?

| | | | | | | | |
|-------------|-----------|---|---|---|---|---|----------------|
| Evaluation: | Excellent | 5 | 4 | 3 | 2 | 1 | Unsatisfactory |
| | | | | X | | | |

How do you know?

Completing reports and responding to district and local requests in a timely manner. Maintaining a calendar of compliance dates and fiscal reporting requirements.

Which are the strongest features, and why?

In prior years, reporting deadlines were often not met, resulting in requests for extensions. In the past two years, almost all reports have been submitted on time and data is collected and organized in a way that anticipates the calendar of required reports. This has increased our capacity to provide internal reports in a more timely fashion as well. The Board of Directors is now more regularly informed as to our financial status of the past and present, allowing them to proactively plan for the future. In addition, there has been an increase in the school leadership team's involvement with understanding, streamlining, and working with the finances.

What most needs improvement, and what action is being taken?

We are working to better understand the impact of Prior Year Adjustments on our budgeting process. We have changed our budget format to include this information, however, this requires a dual budgeting process since this type of information is not captured in required district and local reporting. Thus, we need to develop better internal tools that capture the full picture. We also are in the process of soliciting bids for more experienced, full service back office service providers who can better support us with fiscal management, compiling data and compliance reports, and communicating our financial and other data on an ongoing basis to the school's leadership and the board.

17 How effectively is the school managed fiscally?

| | | | | | | |
|-----------------------|---|---|---|---|---|----------------|
| | 5 | 4 | 3 | 2 | 1 | |
| Evaluation: Excellent | | | X | | | Unsatisfactory |

How do you know?

Evolution of the Director of Operations position, expansion of the Co-Principal's role in understanding and managing finances and securing a third party fiscal manager.

Which aspects of the school's fiscal operations work best?

The school has improved its cash flow management resulting in a greatly reduced need for selling receivables to meet current obligations. Our current need to sell receivables is a result of State deferrals rather than fiscal disorganization. Additionally, the school has more aggressively pursued external sources of funding which have greatly improved the school's fiscal position.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

The third party fiscal manager has strengthened the school's grasp of its financial picture, however, the school is currently looking for new bids for a third party fiscal manager to be able to produce more up to the minute reports on an immediate basis. There is currently too long of a turn around time when fiscal report requests are made. We need to shorten that time so we always have the fiscal pulse of the school. In addition, other providers can support the school in other areas in addition to finances, allowing for a fuller system of operational support. Our new provider will work more transparently with our leadership team and our board so that everyone is kept up to date on our monthly cash flow and budget to actuals analysis.

18 What are the most significant aids and/or barriers to raising student achievement?

Our belief is that student achievement is defined by post-secondary preparation and success and socio-emotional resilience, in addition to standardized test scores. As a result, our complex and multi-faceted program doesn't allow for us to exclusively focus on test preparation and raising our students' scores, even though we know that that kind of focus on tests yields results on scores. The ARISE model includes a highly personalized and intensive approach to working with our students and as a result, our students receive more resources at ARISE in terms of instructional time, programs, college preparation, and support. However, it is extremely challenging to provide these additional services given the limited amount of financial and personnel resources that we have as a public school in California. Another challenge that we've had in the past that we are very optimistic about at this point in time is having the appropriate staff and faculty to do this complex, high-level work. We know that given who are students are, the skills that they have or don't have, and the educational attainment of their parents, our students need extra instructional time, extra support around college guidance, and extra time for providing social emotional support and building the resilience they need to be successful now, in college, and in life. Our challenge to raising student achievement is simultaneously improving our students' achievement in the areas that are measured by the API and that matter most in our current political climate, while also improving our students' achievement in the other areas that we believe are ultimately more important, such as their preparation for college. Our new performance based teacher evaluation and compensation system will significantly aid us in this work.

Charter Renewal Data Document

| | | | | | |
|---|---|--|---|--|---|
| Name of school: ARISE High School | | | | Name of School Leader: Laura Flaxman, Romeo Garcia | |
| Financial Information | | | | Year | 2011-2012 |
| Total Operational Budget | 1,989,765 | Per Student Revenue (ADA only?) | | 6,116 | |
| Total Expenditure | 1,941,683 | Expenditure Per Student | | 7,916 | |
| Balance brought forward from previous year | 2,073 | Projected balance carried forward to next year | | 38,182 | |
| Special Populations | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| Percentage of students receiving <i>free/reduced lunch</i> | 80% | 77% | 68% | 81% | 85% |
| Percentage of ELL students | 86% | 85% | 70% | 74% | 83% |
| Number of students with special educational needs | 1 | 2 | 4 | 12 | 18 |
| Pupil mobility in the school in prior year | | | | Number of students | |
| Students who joined the school other than at the usual time of first admission | | | | 1 | |
| Students who left the school other than at the usual time of leaving (excluding expulsions) | | | | 18 | |
| Attendance for current and prior year | | | | % Attendance | |
| School data | | | | 94% | 96% |
| Background of students 2011-12 | Number of students/Percent of Students | Discipline - prior school year(10-11) | | Suspension # of incidents | Expulsion # of incidents |
| African-American | 5/3% | African-American | | 3 | 0 |
| Asian/Pacific Islander | 2/1% | Asian/Pacific Islander | | 1 | 0 |
| Hispanic | 168/70 | Hispanic | | 7 | 0 |
| White | 0/0 | White | | 0 | 0 |
| Mixed/ No Response | 60/25% | Mixed/ No Response | | 0 | 0 |
| ELL | 200/82.9% | ELL | | 5 | 0 |
| SPED | 18/7% | SPED | | 0 | 0 |
| Gender (male/female) | 119/122//49%/50% | Gender (male/female) | | 3/8 | 0/0 |
| Homeless Students | 0/0 | Homeless Students | | 0 | 0 |
| Lottery/Waitlist Information | | | | | |
| | Date of Lottery | Grades of Applicants | Number of Applicants (per grade) | Number of Available Spaces (per grade) | Number of Students on Waiting List (per grade) |
| 2010-2011 (for 2011-2012 school year) | March 15, 2011 | 9 | 80 | 66 | 14 |
| | | 10 | 5 | 0 | 5 |
| 2009-2010 (for 2010-2011 school year) | NA (not enough applications) | | | | |
| | | | | | |
| 2008-2009 (for 2009-2010) | NA | | | | |

| | | | | | |
|---------------------------------------|------------------------------|--|--|--|--|
| school year) | (not enough applications) | | | | |
| 2007-2008 (for 2008-2009) school year | NA (not enough applications) | | | | |

| Graduation Information | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|--|------------------|------------------|------------------|---|------------------|
| Graduation Rate | NA | NA | 99% | 98% | |
| Retention Rate (% of graduates enrolled since grade 9) | NA | NA | NA | Unavailable; some are currently in their 5 th year | |
| Post Graduation Plans | | | | | |
| % attending 4-year college | NA | NA | 87.5% | 100% accepted; not all colleges have begun fall term yet. | |
| % attending 2-year college | NA | NA | 10% | 0 | |
| % attending vocational/technical training | NA | NA | 1 | 0 | |
| % joined military | NA | NA | 0 | 0 | |
| % working exclusively | NA | NA | 0 | 0 | |

| Teacher Recruitment/Retention | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|
| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| Total # of Teachers | 6 | 8 | 10 | 10 | 12 |
| % New Hires | 0 | 50% | 40% | 50% | 41% |
| % Retained from Prior Year | 0 | 50% | 60% | 50% | 59% |
| Total number of vacant teaching posts currently (FTE) | | | | | 0 |

| AYP | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|--------------------------------------|------------------|------------------|--------------------|---------------------|------------------|
| AYP Met? | NA | No | No | Yes | |
| % AMOS Met | NA | NA | 7.1%ELA/ 12.7%Math | 36.2%ELA/ 43.8%Math | |
| % Proficient-AMOS: African-American | NA | NA | -- | -- | |
| % Proficient-AMOS: Asian/PI | NA | NA | -- | -- | |
| % Proficient-AMOS: Hispanic | NA | NA | 7.4%ELA/ 13.2%Math | 35.7%ELA/ 48.8%Math | |
| % Proficient-AMOS: Mixed/No response | NA | NA | -- | -- | |

| | | | | | | | | | | | | | | | |
|--|-----------|-----------|--------------------|---------------------|-----------|------|------|-------|----|------|-------|----|---|----|----|
| % Proficient-AMOS: White | NA | NA | -- | -- | | | | | | | | | | | |
| % Proficient-AMOS: Socioeconomically Disadvantaged | NA | NA | 7.7%ELA/ 13.7%Math | 35.9%ELA/ 41%Math | | | | | | | | | | | |
| ELL | NA | NA | 8.2%ELA/ 12.5%Math | 18.2%ELA/ 36.4%Math | | | | | | | | | | | |
| Students with disabilities | NA | NA | -- | -- | | | | | | | | | | | |
| API | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | | | | | | | | | | |
| API | 487 | 507 | 483 | 569 | | | | | | | | | | | |
| Statewide rank | NA | 1 | 1 | 1 | | | | | | | | | | | |
| Similar schools rank | NA | 1 | 1 | 1 | | | | | | | | | | | |
| CST | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | | | | | | | | | | |
| ELA | 9 | 10 | 11 | 9 | 10 | 11 | 9 | 10 | 11 | 9 | 10 | 11 | 9 | 10 | 11 |
| Proficient/Advanced | 20 | 14 | NA | 13 | 9 | 23 | 28 | 5 | 17 | 22 | 18 | 4 | | | |
| Basic/Proficient/Advanced | 51 | 44 | NA | 50 | 47 | 46 | 58 | 30 | 54 | 71 | 62 | 24 | | | |
| Below Basic/Far Below Basic | 50 | 56 | NA | 51 | 54 | 55 | 41 | 70 | 46 | 30 | 38 | 76 | | | |
| MATH | Alg 1 | Alg1 | 11 | Alg 1 | Geo | Alg2 | Alg1 | Alg 2 | | Alg1 | Alg 2 | | | | |
| Proficient/Advanced | 2 | 7 | NA | 5 | 2 | 0 | 11 | 0 | | 17 | 2 | | | | |
| Basic/Proficient/Advanced | 22 | 34 | NA | 14 | 7 | 6 | 31 | 0 | | 39 | 8 | | | | |
| Below Basic/Far Below Basic | 79 | 66 | NA | 86 | 93 | 94 | 69 | 100 | | 62 | 92 | | | | |
| CAHSEE | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | | | | | | | | | | |
| 10 th grade pass rate ELA | 57% | 57% | 33% | 54% | | | | | | | | | | | |
| 10 th grade pass rate Math | 60% | 38% | 43% | 69% | | | | | | | | | | | |

Measurable Pupil Outcomes (Please add rows as necessary to include all MPOs in the current charter; Data for the last two years is available in your Spring Site Visit report.)

| Measurable Pupil Outcome | Instrument | Target | 2007-08 Results | 2008-09 Results | 2009-10 Results | 2010-11 Results | 2011-12 Results |
|---|--------------------|--------|-----------------|--|-----------------|---|-----------------|
| Of 9 th , 80% grad w/in 5yrs | Grad checklist | 80% | NA | NA | NA | Unavailable; some are currently in their 5 th year | |
| 90% improve stand. Tests | Standardized tests | 90% | NA | Uploading our longitudinal data into Data Director to calculate this MPO. Will submit before site visit. | | | |
| 100% grads pass CAHSEE | Grad checklist | 100% | NA | NA | 100% | 100% | |
| 100% grads surpass UC elig. req | Grad checklist | 100% | NA | NA | 100% | 100% | |
| 100% grads pass proficiencies | Grad checklist | 100% | NA | NA | 100% | 100% | |
| 100% grads take 2 college courses | Grad checklist | 100% | NA | NA | 100% | 100% | |
| 90% min attendance rate | Attendance reports | 90% | 92% | 95% | 96% | 94% | |
| 100% grads | Grad checklist | 100% | NA | NA | 100% | 100% | |

| | | | | | | | |
|--|---------------------------------------|-------------|------|--------|--------|---|--|
| taken SAT/ACT | | | | | | | |
| 100% grads do internships | Grad checklist | 100% | NA | NA | 100% | 100% | |
| 100% grads do 2 outside of school exp. | Grad checklist | 100% | NA | NA | 100% | 100% | |
| Meet AYP goal/Exceed API of OUSD similar populations | AYP goal/API similar OUSD populations | Meet/Exceed | NA | Yes/No | Yes/No | Yes/Yes | |
| 100% assessed on Habits of Mind & Heart | Report cards | 100% | 100% | 100% | 100% | 100% | |
| 85% student & family satisfaction | Surveys | 85% | NA | 93% | 94% | 73% | |
| 90% grads matriculate to 4yr college | Grad checklist | 90% | NA | NA | 87.5% | 100% accepted; not all colleges have begun fall term yet. | |

Statutory Renewal Threshold

1. API Growth Target:

| | |
|--|-----|
| Did school attain API Growth Target in prior year? | Yes |
| Did school attain API Growth Target in two of last three years? | Yes |
| Did school attain API Growth Target in the aggregate of the prior three years? | Yes |

2. API Rank:

| | |
|---|----|
| Is the school ranked 4 or higher on API in prior year? | No |
| Is the school ranked 4 or higher on API in two of last three years? | No |

3. API Similar Schools Rank:

| | |
|---|----|
| Is the school ranked a 4 or higher on API Similar Schools in prior year? | No |
| Is the school ranked 4 or higher on API Similar Schools in two of last three years? | No |

| | |
|--|--|
| 4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole? | Yes (college matriculation) No over all four years (CST only) |
|--|--|

FACILITIES AND FUTURE PLANS

FACILITIES/ADA – APPLIES ONLY TO NON-OUSD FACILITIES

| | |
|--|-----|
| Is the facility meeting the needs of your staff and students? | No |
| Will the facility continue to accommodate your growth needs? | No |
| If applicable is your current lease still valid? | Yes |
| Do they extend through the end of your requested charter term (2012-2017)? | No |

If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either:

- A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or
- A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely

Describe the condition of your current facility.
We are in commercial space in the Fruitvale Village next to BART. The space has been subdivided into

classrooms with fire sprinklers, HVAC and all the usual high quality accommodations of commercially leased space.

What procedures are in place for handling facility repairs?

Fruitvale Village Development Corporation, our landlord, has a stationary engineer on staff to address building repairs. Most repairs are their responsibility and because of the newness of the facilities most things like doors and such are under warranty. When damage occurs that is our responsibility (example, a door window was broken by a student last year, we call the same vendor that our landlord uses and they bill us directly).

Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.

This is all covered within our lease and managed by the building engineer.

FUTURE PLANS

Discuss the key challenges or risks that you see for your school in the next five year period.

There are several key challenges that we face in the next five period:

1. Our facility costs are too high and so when our lease is up, we are investigating purchasing a building, renegotiating our lease, and looking for less expensive rental space, in that order. One of our board members is in commercial real estate and it has already been a part of our long term planning process, so he will play a major role as we move forward in this process.
2. We need to maximize our revenues and reduce our expenditures so that we can continue to be financially viable as the small school that we are. We have already enrolled more students during the 2011-12 year than ever before and have attendance competitions and strategies in place to ensure the highest attendance rate possible. We are also in the process of researching and making cuts to lessen our administrative costs, including reducing the numbers of administrators on staff.
3. Related to the item above, we are also researching changes in the way we provide our back office support for the school, so that we operate in a more sustainable way with a healthier reserve. Rather than employing a Director of Operations and an accountant, we are considering a more full service, outsourced model such as Charter School Management Corporation or EdTec. Related to this, we are also working towards ending our contract with Charter School Capital, so that we save on their exorbitant fees and maintain a healthier cash flow balance without them.
4. We need to continue to improve our academic program and improve our students' test scores and our API. Our strategies for continuing and accelerating an upward trajectory in this area are explained throughout this report.
5. We continue to want to do more with the most vulnerable, at-risk and/or disengaged youth in our community. While focused on growing our current program at this point in time and while we have included some language specific to this population, it is possible that we might submit a charter revision down the road to outline a discrete, alternative program for overage youth who are either at risk of dropping out or who have already dropped out to get them on the road to college, while creating a more accelerated timeline for this process.
 - Describe what you are doing or plan to do to address each of the major challenges that you have identified. (*These are embedded above.*)

As applicable: Describe any proposals for additional campuses your school may be approved for and/or are

considering seeking approval for during this renewal period (2012-2017).

N/A

As applicable: Describe any material revisions to your charter and rationale for this renewal period (2012-2017). This request will be considered as part of the renewal process.

- Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc.

We do not have any current plans for any of the areas described above. However, there have been several smaller revisions made to our charter petition. These changes include things like changes to our daily/weekly schedule, more detailed growth measures included in our MPOs in alignment with our TIF project, details about key school partners that were added after we opened, reducing our social studies graduation requirement by a year, and many other changes that reflect the current reality of our curriculum and program better than our original charter. Because the idea of purchasing a building or adding an alternative program are still in the idea phase, they are not material revisions that we are requesting at this time.

- In order to have the material revision to your charter approved, your school needs to:
 - State the revision(s) the school's governing board wishes to make to the charter.
 - Describe the reasons for the request(s).
 - Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.
- If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.
- If appropriate, describe how student achievement may be impacted by the proposed revision(s).

2011-12 BUDGET PROJECTION

School:

ARISE High School

Please complete all yellow highlighted section

Enrollment Projection

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | | | | | | | | | 75 | 60 | 50 | 40 | 225 |

ADA percentage used:

94%

Any new grade(s)? Which one?

no

Estimated Rates Used:

State Aid:

K-3 =

4-6 =

7-8 =

9-12 =

\$ 4,281

In Lieu of Property Taxes (K-12):

=

\$ 1,835

Categ. BG

K-12 =

\$ 410

EIA

K-12 =

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name: ARISE High School
(name continued) _____
CDS #: 01-61259-0115238
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0837
Fiscal Year: 2011/12

To the entity that approved the charter school:
() 2011/12 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report
has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)
Print Name: _____ Title: _____

To the County Superintendent of Schools:
() 2011/12 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report
is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)
Print Name: Roberta Sadler Title: Controller

For additional information on the BUDGET, please contact:

| | |
|---|---|
| For Approving Entity: | For Charter School: |
| <u>Minh Co</u> Name | <u>Barbara Gross</u> Name |
| <u>Financial Accountant</u> Title | <u>CPA</u> Title |
| <u>(510) 879-2933</u> Telephone | <u>916-483-0583</u> Telephone |
| <u>minh.co@ousd.k12.ca.us</u> E-mail address | <u>caICSA@att.net</u> E-mail address |

() 2011/12 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report
verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
ACOE District Advisor

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: ARISE High School
 (name continued) _____
 CDS #: 01-61259-0115238
 Charter Approving Entity: Oakland Unified School District
 County: Alameda
 Charter #: 0837
 Budgeting Period: 2011/12

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

| Description | Object Code | Est. Actuals Prior Year | Current Budget Year | | Total |
|---|------------------|----------------------------|---------------------|------------|--------------|
| | | | Unrest. | Rest. | |
| A. REVENUES | | | | | |
| 1. Revenue Limit Sources | | | | | |
| State Aid - Current Year | 8011 | | | | 0.00 |
| Charter Schools Gen. Purpose Entitlement - State Aid | 8015 | 881,555.00 | 905,474.00 | | 905,474.00 |
| State Aid - Prior Years | 8019 | (30,394.00) | | | 0.00 |
| Tax Relief Subventions (for rev. limit funded schools) | 8020-8039 | | | | 0.00 |
| County and District Taxes (for rev. limit funded schools) | 8040-8079 | | | | 0.00 |
| Miscellaneous Funds (for rev. limit funded schools) | 8080-8089 | | | | 0.00 |
| Revenue Limit Transfers (for rev. limit funded schools): | | | | | |
| PERS Reduction Transfer | 8092 | | | | 0.00 |
| Charter Schools Funding in Lieu of Property Taxes | 8096 | 355,775.00 | 388,060.00 | | 388,060.00 |
| Other Revenue Limit Transfers | 8091, 8097 | | | | 0.00 |
| Total, Revenue Limit Sources | | 1,206,936.00 | 1,293,534.00 | 0.00 | 1,293,534.00 |
| 2. Federal Revenues | | | | | |
| No Child Left Behind | 8290 | 1,519,821.00 | | 297,649.00 | 297,649.00 |
| Special Education - Federal | 8181, 8182 | | | | 0.00 |
| Child Nutrition - Federal | 8220 | | | | 0.00 |
| Other Federal Revenues | 8110, 8260-8299 | | | | 0.00 |
| Total, Federal Revenues | | 1,519,821.00 | 0.00 | 297,649.00 | 297,649.00 |
| 3. Other State Revenues | | | | | |
| Charter Categorical Block Grant (8480 N/A per SBX3 - 4) | N/A thru 2014/15 | | | | 0.00 |
| Special Education - State | StateRevSE | | | | 0.00 |
| All Other State Revenues | StateRevAO | 641,707.00 | 110,835.00 | 253,612.00 | 364,447.00 |
| Total, Other State Revenues | | 641,707.00 | 110,835.00 | 253,612.00 | 364,447.00 |
| 4. Other Local Revenues | | | | | |
| All Other Local Revenues | LocalRevAO | 120,000.00 | 45,000.00 | | 45,000.00 |
| Total, Local Revenues | | 120,000.00 | 45,000.00 | 0.00 | 45,000.00 |
| 5. TOTAL REVENUES | | | | | |
| | | 3,488,464.00 | 1,443,869.00 | 511,261.00 | 3,000,534.00 |
| B. EXPENDITURES | | | | | |
| 1. Certificated Salaries | | | | | |
| Certificated Teachers' Salaries | 1100 | 478,000.00 | 430,647.00 | 38,353.00 | 469,000.00 |
| Certificated Pupil Support Salaries | 1200 | 25,000.00 | 65,600.00 | | 65,600.00 |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 247,400.00 | 103,900.00 | 153,500.00 | 257,400.00 |
| Other Certificated Salaries | 1900 | | | | 0.00 |
| Total, Certificated Salaries | | 750,400.00 | 600,147.00 | 191,853.00 | 752,000.00 |
| 2. Non-certificated Salaries | | | | | |
| Non-certificated Instructional Aides' Salaries | 2100 | | | | 0.00 |
| Non-certificated Support Salaries | 2200 | 30,000.00 | | | 0.00 |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 99,082.00 | 20,475.00 | 31,125.00 | 51,600.00 |
| Clerical and Office Salaries | 2400 | 41,000.00 | 78,200.00 | | 78,200.00 |
| Other Non-certificated Salaries | 2900 | | | | 0.00 |
| Total, Non-certificated Salaries | | 170,082.00 | 98,675.00 | 31,125.00 | 149,000.00 |

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: ARISE High School
(name continued) _____

| Description | Object Code | Est. Actuals Prior Year | Current Budget Year | | Total |
|--|-------------|----------------------------|---------------------|------------|--------------|
| | | | Unrest. | Rest. | |
| 3. Employee Benefits | | | | | |
| STRS | 3101-3102 | 14,343.00 | 17,673.00 | 8,645.00 | 26,318.00 |
| PERS | 3201-3202 | | | | 0.00 |
| OASDI / Medicare / Alternative | 3301-3302 | 51,237.00 | 59,807.00 | 18,085.00 | 77,892.00 |
| Health and Welfare Benefits | 3401-3402 | 91,000.00 | 62,564.00 | 23,787.00 | 86,351.00 |
| Unemployment Insurance | 3501-3502 | 12,846.00 | 3,530.00 | 2,461.00 | 5,991.00 |
| Workers' Compensation Insurance | 3601-3602 | 9,072.00 | 8,980.00 | 1,020.00 | 10,000.00 |
| OPEB, Allocated | 3701-3702 | | | | 0.00 |
| OPEB, Active Employees | 3751-3752 | | | | 0.00 |
| PERS Reduction (for revenue limit funded schools) | 3801-3802 | | | | 0.00 |
| Other Employee Benefits | 3901-3902 | | | | 0.00 |
| Total, Employee Benefits | | 173,468.00 | 152,554.00 | 55,988.00 | 200,562.00 |
| 4. Books and Supplies | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | | 13,000.00 | | 13,000.00 |
| Books and Other Reference Materials | 4200 | 13,000.00 | | | 0.00 |
| Materials and Supplies | 4300 | 48,300.00 | 9,800.00 | 13,000.00 | 22,800.00 |
| Noncapitalized Equipment | 4400 | 520,500.00 | 5,000.00 | | 5,000.00 |
| Food | 4700 | | | | 0.00 |
| Total, Books and Supplies | | 581,800.00 | 27,800.00 | 13,000.00 | 602,600.00 |
| 5. Services and Other Operating Expenditures | | | | | |
| Subagreements for Services | 5100 | | | | 0.00 |
| Travel and Conferences | 5200 | 10,900.00 | 10,000.00 | | 10,000.00 |
| Dues and Memberships | 5300 | 2,103.00 | 4,000.00 | | 4,000.00 |
| Insurance | 5400 | 10,000.00 | 8,573.00 | | 8,573.00 |
| Operations and Housekeeping Services | 5500 | | | | 0.00 |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 286,260.00 | 92,800.00 | 224,000.00 | 316,800.00 |
| Professional/Consulting Services & Operating Expend. | 5800 | 219,160.00 | 222,262.00 | 37,285.00 | 259,547.00 |
| Communications | 5900 | | 15,500.00 | | 15,500.00 |
| Total, Services and Other Operating Expenditures | | 528,423.00 | 352,135.00 | 266,285.00 | 614,420.00 |
| 6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis) | | | | | |
| Sites and Improvements of Sites | 6100-6170 | | | | 0.00 |
| Buildings and Improvements of Buildings | 6200 | | | | 0.00 |
| Books and Media for New School Libraries or Major Expansion of School Libraries | 6300 | | | | 0.00 |
| Equipment | 6400 | | | | 0.00 |
| Equipment Replacement | 6500 | | | | 0.00 |
| Depreciation Expense (for full accrual basis only) | 6900 | | | | 0.00 |
| Total, Capital Outlay | | 0.00 | 0.00 | 0.00 | 0.00 |
| 7. Other Outgo | | | | | |
| Tuition to Other Schools | 7110-7143 | | | | 0.00 |
| Transfers of Pass-through Revenues to Other LEAs | 7211-7213 | 11,803.00 | 13,554.00 | | 13,554.00 |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | 129,232.00 | 125,000.00 | | 125,000.00 |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | | | | 0.00 |
| All Other Transfers | 7281-7299 | 703,300.00 | | | 0.00 |
| Debt Service: | | | | | |
| Interest | 7438 | 54,434.00 | 1,250.00 | | 1,250.00 |
| Principal | 7439 | | | | 0.00 |
| Total, Other Outgo | | 898,769.00 | 139,804.00 | 0.00 | 1,038,573.00 |
| 8. TOTAL EXPENDITURES | | 3,107,072.00 | 2,372,116.00 | 551,781.00 | 4,030,969.00 |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 593,082.00 | 77,264.00 | 0.00 | 77,264.00 |

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: ARISE High School
(name continued) _____

| Description | Object Code | Est. Actuals Prior Year | Current Budget Year | | Total |
|---|--------------|----------------------------|---------------------|-------------|------------------|
| | | | Unrest. | Rest. | |
| D. OTHER FINANCING SOURCES / USES | | | | | |
| 1. Other Sources | 8930-8979 | | | | 0.00 |
| 2. Less: Other Uses | 7630-7699 | | | | 0.00 |
| 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) | 8980-8999 | | | | 0.00 |
| 4. TOTAL OTHER FINANCING SOURCES / USES | | 0.00 | 0.00 | 0.00 | 0.00 |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | | | |
| | | 201,492.00 | 77,254.00 | 0.00 | 77,254.00 |
| F. FUND BALANCE, RESERVES | | | | | |
| 1. Beginning Fund Balance | | | | | |
| a. As of July 1 | 9791 | (364,907.99) | 15,583.00 | | 15,583.00 |
| b. Adjustments to Beginning Balance | 9793, 9795 | (1.01) | | | 0.00 |
| c. Adjusted Beginning Balance | | (364,909.00) | 15,583.00 | 0.00 | 15,583.00 |
| 2. Ending Fund Balance, June 30 (E + F.1.c.) | | | | | |
| | | (15,583.00) | 92,837.00 | 0.00 | 92,837.00 |
| Components of Ending Fund Balance (Optional): | | | | | |
| a. Reserve For: | | | | | |
| Revolving Cash (equals object 9130) | 9711 | | | | |
| Stores (equals object 9320) | 9712 | | | | |
| Prepaid Expenditures (equals object 9330) | 9713 | | | | |
| All Others | 9719 | | | | |
| General Reserve | 9730 | | | | |
| Legally Restricted Balance | 9740 | | | | |
| b. Designated Amounts: | | | | | |
| Designated for Economic Uncertainties | 9770 | 15,583.00 | | | |
| Designated for Unrealized Gains of Investments & in County Treasury | Cash 9775 | | | | |
| Other Designations | 9780 | | | | |
| c. Undesignated / Unappropriated Amount | | | | | |
| | 9790 | 0.00 | | | |
| Components of Ending Fund Balance (Budget): | | | | | |
| a. Nonspendable | | | | | |
| Revolving Cash (equals object 9130) | 9711 | | | | 0.00 |
| Stores (equals object 9320) | 9712 | | | | 0.00 |
| Prepaid Expenditures (equals object 9330) | 9713 | | | | 0.00 |
| All Others | 9719 | | | | 0.00 |
| b. Restricted | | | | | |
| | 9740 | | | | 0.00 |
| c. Committed | | | | | |
| Stabilization Arrangements | 9750 | | | | 0.00 |
| Other Commitments | 9760 | | | | 0.00 |
| d. Assigned | | | | | |
| Other Assignments | 9780 | | | | 0.00 |
| e. Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | 9789 | | 92,837.00 | | 92,837.00 |
| Unassigned / Unappropriated Amount | 9790 | | 0.00 | 0.00 | 0.00 |

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: ARISE High School
 (name continued) _____
 CDS #: 01-61259-0115238
 Charter Approving Entity: Oakland Unified School District
 County: Alameda
 Charter #: 0837
 Fiscal Year: 2011/12

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

| Description | Object Code | FY 2011/12 | | | Totals for 2012/13 | Totals for 2013/14 |
|--|------------------|--------------|------------|--------------|--------------------|--------------------|
| | | Unrestricted | Restricted | Total | | |
| A. REVENUES | | | | | | |
| 1. Revenue Limit Sources | | | | | | |
| State Aid - Current Year | 8011 | 0.00 | 0.00 | 0.00 | | |
| Charter Schools Gen. Purpose Entitlement - State Aid | 8015 | 905,474.00 | 0.00 | 905,474.00 | 911,590.00 | 911,590.00 |
| State Aid - Prior Years | 8019 | 0.00 | 0.00 | 0.00 | | |
| Tax Relief Subventions (for rev. limit funded schools) | 8020-8039 | 0.00 | 0.00 | 0.00 | | |
| County and District Taxes (for rev. limit funded schools) | 8040-8079 | 0.00 | 0.00 | 0.00 | | |
| Miscellaneous Funds (for rev. limit funded schools) | 8080-8089 | 0.00 | 0.00 | 0.00 | | |
| Revenue Limit Transfers (for rev. limit funded schools): | | | | | | |
| PERS Reduction Transfer | 8092 | 0.00 | 0.00 | 0.00 | | |
| Charter Schools Funding in Lieu of Property Taxes | 8096 | 388,060.00 | 0.00 | 388,060.00 | 318,265.00 | 318,265.00 |
| Other Revenue Limit Transfers | 8091, 8097 | 0.00 | 0.00 | 0.00 | | |
| Total, Revenue Limit Sources | | 1,293,934.00 | 0.00 | 1,293,934.00 | 1,239,855.00 | 1,239,855.00 |
| 2. Federal Revenues | | | | | | |
| No Child Left Behind | 8290 | 0.00 | 297,649.00 | 297,649.00 | 310,000.00 | 310,000.00 |
| Special Education - Federal | 8181, 8182 | 0.00 | 0.00 | 0.00 | | |
| Child Nutrition - Federal | 8220 | 0.00 | 0.00 | 0.00 | | |
| Other Federal Revenues | 8110, 8260-8299 | 0.00 | 0.00 | 0.00 | | |
| Total, Federal Revenues | | 0.00 | 297,649.00 | 297,649.00 | 310,000.00 | 310,000.00 |
| 3. Other State Revenues | | | | | | |
| Charter Categorical Block Grant (8480 N/A thru 2014/15 - SBX3-4) | N/A thru 2014/15 | 0.00 | 0.00 | 0.00 | | |
| Special Education - State | StateRevSE | 0.00 | 0.00 | 0.00 | | |
| All Other State Revenues | StateRevAO | 110,835.00 | 253,612.00 | 364,447.00 | 370,447.00 | 371,000.00 |
| Total, Other State Revenues | | 110,835.00 | 253,612.00 | 364,447.00 | 370,447.00 | 371,000.00 |
| 4. Other Local Revenues | | | | | | |
| All Other Local Revenues | LocalRevAO | 45,000.00 | 0.00 | 45,000.00 | 50,000.00 | 55,000.00 |
| Total, Local Revenues | | 45,000.00 | 0.00 | 45,000.00 | 50,000.00 | 55,000.00 |
| 5. TOTAL REVENUES | | | | | | |
| | | 1,449,769.00 | 297,649.00 | 1,747,418.00 | 1,660,302.00 | 1,665,855.00 |
| B. EXPENDITURES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| Certificated Teachers' Salaries | 1100 | 430,647.00 | 38,353.00 | 469,000.00 | 480,300.00 | 480,300.00 |
| Certificated Pupil Support Salaries | 1200 | 65,600.00 | 0.00 | 65,600.00 | 65,600.00 | 65,600.00 |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 103,900.00 | 153,500.00 | 257,400.00 | 257,400.00 | 257,400.00 |
| Other Certificated Salaries | 1900 | 0.00 | 0.00 | 0.00 | | |
| Total, Certificated Salaries | | 599,147.00 | 191,853.00 | 791,000.00 | 803,300.00 | 803,300.00 |
| 2. Non-certificated Salaries | | | | | | |
| Non-certificated Instructional Aides' Salaries | 2100 | 0.00 | 0.00 | 0.00 | | |
| Non-certificated Support Salaries | 2200 | 0.00 | 0.00 | 0.00 | | |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 20,475.00 | 31,125.00 | 51,600.00 | 51,600.00 | 51,600.00 |
| Clerical and Office Salaries | 2400 | 78,200.00 | 0.00 | 78,200.00 | 78,200.00 | 78,200.00 |
| Other Non-certificated Salaries | 2900 | 0.00 | 0.00 | 0.00 | | |
| Total, Non-certificated Salaries | | 98,675.00 | 31,125.00 | 129,800.00 | 129,800.00 | 129,800.00 |

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: ARISE High School

(name continued) _____

| Description | Object Code | FY 2011/12 | | | Totals for 2012/13 | Totals for 2013/14 |
|--|-------------|---------------------|-------------------|---------------------|---------------------|---------------------|
| | | Unrestricted | Restricted | Total | | |
| 3. Employee Benefits | | | | | | |
| STRS | 3101-3102 | 17,673.00 | 8,645.00 | 26,318.00 | 26,318.00 | 26,318.00 |
| PERS | 3201-3202 | 0.00 | 0.00 | 0.00 | | |
| OASDI / Medicare / Alternative | 3301-3302 | 59,807.00 | 18,085.00 | 77,892.00 | 77,892.00 | 77,892.00 |
| Health and Welfare Benefits | 3401-3402 | 62,564.00 | 23,787.00 | 86,351.00 | 86,351.00 | 86,351.00 |
| Unemployment Insurance | 3501-3502 | 3,530.00 | 2,461.00 | 5,991.00 | 5,991.00 | 5,991.00 |
| Workers' Compensation Insurance | 3601-3602 | 8,980.00 | 1,020.00 | 10,000.00 | 10,000.00 | 10,000.00 |
| OPEB, Allocated | 3701-3702 | 0.00 | 0.00 | 0.00 | | |
| OPEB, Active Employees | 3751-3752 | 0.00 | 0.00 | 0.00 | | |
| PERS Reduction (for revenue limit funded schools) | 3801-3802 | 0.00 | 0.00 | 0.00 | | |
| Other Employee Benefits | 3901-3902 | 0.00 | 0.00 | 0.00 | | |
| Total, Employee Benefits | | 152,554.00 | 51,098.00 | 203,652.00 | 203,652.00 | 203,652.00 |
| 4. Books and Supplies | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 13,000.00 | 0.00 | 13,000.00 | 13,000.00 | 13,000.00 |
| Books and Other Reference Materials | 4200 | 0.00 | 0.00 | 0.00 | | |
| Materials and Supplies | 4300 | 9,800.00 | 13,000.00 | 22,800.00 | 22,800.00 | 22,800.00 |
| Noncapitalized Equipment | 4400 | 5,000.00 | 0.00 | 5,000.00 | 5,000.00 | 5,000.00 |
| Food | 4700 | 0.00 | 0.00 | 0.00 | | |
| Total, Books and Supplies | | 27,800.00 | 13,000.00 | 40,800.00 | 40,800.00 | 40,800.00 |
| 5. Services and Other Operating Expenditures | | | | | | |
| Subagreements for Services | 5100 | 0.00 | 0.00 | 0.00 | | |
| Travel and Conferences | 5200 | 10,000.00 | 0.00 | 10,000.00 | 10,000.00 | 10,000.00 |
| Dues and Memberships | 5300 | 4,000.00 | 0.00 | 4,000.00 | 4,000.00 | 4,000.00 |
| Insurance | 5400 | 8,573.00 | 0.00 | 8,573.00 | 8,573.00 | 8,573.00 |
| Operations and Housekeeping Services | 5500 | 0.00 | 0.00 | 0.00 | | |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 92,800.00 | 224,000.00 | 316,800.00 | 325,800.00 | 325,800.00 |
| Professional/Consulting Services and Operating Expend. | 5800 | 222,262.00 | 37,285.00 | 259,547.00 | 265,000.00 | 265,000.00 |
| Communications | 5900 | 15,500.00 | 0.00 | 15,500.00 | 16,000.00 | 16,000.00 |
| Total, Services and Other Operating Expenditures | | 353,135.00 | 261,285.00 | 614,420.00 | 619,273.00 | 619,273.00 |
| 6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis) | | | | | | |
| Sites and Improvements of Sites | 6100-6170 | 0.00 | 0.00 | 0.00 | | |
| Buildings and Improvements of Buildings | 6200 | 0.00 | 0.00 | 0.00 | | |
| Books and Media for New School Libraries or Major Expansion of School Libraries | 6300 | 0.00 | 0.00 | 0.00 | | |
| Equipment | 6400 | 0.00 | 0.00 | 0.00 | | |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0.00 | | |
| Depreciation Expense (for full accrual only) | 6900 | 0.00 | 0.00 | 0.00 | | |
| Total, Capital Outlay | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7. Other Outgo | | | | | | |
| Tuition to Other Schools | 7110-7143 | 0.00 | 0.00 | 0.00 | | |
| Transfers of Pass-through Revenues to Other LEAs | 7211-7213 | 13,554.00 | 0.00 | 13,554.00 | 13,554.00 | 13,554.00 |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | 125,000.00 | 0.00 | 125,000.00 | 125,000.00 | 125,000.00 |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | 0.00 | 0.00 | 0.00 | | |
| All Other Transfers | 7281-7299 | 0.00 | 0.00 | 0.00 | | |
| Debt Service: | | | | | | |
| Interest | 7438 | 1,250.00 | 0.00 | 1,250.00 | | |
| Principal | 7439 | 0.00 | 0.00 | 0.00 | | |
| Total, Other Outgo | | 138,804.00 | 0.00 | 138,804.00 | 138,554.00 | 138,554.00 |
| 8. TOTAL EXPENDITURES | | 1,312,115.00 | 561,261.00 | 1,873,376.00 | 1,940,579.00 | 1,940,579.00 |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 17,254.00 | 0.00 | 17,254.00 | 11,923.00 | 17,475.00 |

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: ARISE High School
(name continued) _____

| Description | Object Code | FY 2011/12 | | | Totals for 2012/13 | Totals for 2013/14 |
|--|-------------|--------------|------------|-----------|--------------------|--------------------|
| | | Unrestricted | Restricted | Total | | |
| D. OTHER FINANCING SOURCES / USES | | | | | | |
| 1. Other Sources | 8930-8979 | 0.00 | 0.00 | 0.00 | | |
| 2. Less: Other Uses | 7630-7699 | 0.00 | 0.00 | 0.00 | | |
| 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) | 8980-8999 | 0.00 | 0.00 | 0.00 | | |
| 4. TOTAL OTHER FINANCING SOURCES / USES | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | | | | |
| | | 77,254.00 | 0.00 | 77,254.00 | 91,523.00 | 17,483.00 |
| F. FUND BALANCE, RESERVES | | | | | | |
| 1. Beginning Fund Balance | | | | | | |
| a. As of July 1 | 9791 | 15,583.00 | 0.00 | 15,583.00 | 92,837.00 | 104,760.00 |
| b. Adjustments to Beginning Balance | 9793, 9795 | 0.00 | 0.00 | 0.00 | | |
| c. Adjusted Beginning Balance | | 15,583.00 | 0.00 | 15,583.00 | 92,837.00 | 104,760.00 |
| 2. Ending Fund Balance, June 30 (E + F.1.c.) | | 89,037.00 | 0.00 | 89,037.00 | 104,760.00 | 122,236.00 |
| Components of Ending Fund Balance (Optional): | | | | | | |
| a. Reserve For: | | | | | | |
| Revolving Cash (equals object 9130) | 9711 | | | | | |
| Stores (equals object 9320) | 9712 | | | | | |
| Prepaid Expenditures (equals object 9330) | 9713 | | | | | |
| All Others | 9719 | | | | | |
| General Reserve | 9730 | | | | | |
| Legally Restricted Balance | 9740 | | | | | |
| b. Designated Amounts: | | | | | | |
| Designated for Economic Uncertainties | 9770 | | | | | |
| Designated for Unrealized Gains of Investments & in County Treasury | 9775 | | | | | |
| Other Designations | 9780 | | | | | |
| c. Undesignated / Unappropriated Amount | 9790 | | | | | |
| Components of Ending Fund Balance (Budget): | | | | | | |
| a. Nonspendable | | | | | | |
| Revolving Cash (equals object 9130) | 9711 | 0.00 | | 0.00 | | |
| Stores (equals object 9320) | 9712 | 0.00 | 0.00 | 0.00 | | |
| Prepaid Expenditures (equals object 9330) | 9713 | 0.00 | 0.00 | 0.00 | | |
| All Others | 9719 | 0.00 | 0.00 | 0.00 | | |
| b. Restricted | 9740 | | 0.00 | 0.00 | | |
| c. Committed | | | | | | |
| Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | |
| Other Commitments | 9760 | 0.00 | | 0.00 | | |
| d. Assigned | | | | | | |
| Other Assignments | 9780 | 0.00 | | 0.00 | | |
| e. Unassigned/Unappropriated | | | | | | |
| Reserve for Economic Uncertainties | 9789 | 92,837.00 | 0.00 | 92,837.00 | 104,760.00 | 122,236.00 |
| Undesignated / Unappropriated Amount | 9790 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

FRUITVALE VILLAGE

September 6, 2011

Oakland Unified School District
Board of Education
1025 Second Avenue,
Oakland, CA 94601

Superintendent Tony Smith and Members of the Board,

I am writing in support of the Charter Renewal application being submitted by ARISE High School. ARISE has been a tenant and valuable member of the Fruitvale Transit Village since it opened in 2007. Fruitvale Development Corporation is the landlord at the Fruitvale Transit Village.

The current lease expires in December of 2012. Each lease is negotiated for a four-year period, which will then extend until 2016. At that time the subsequent lease can be negotiated for the next four years.

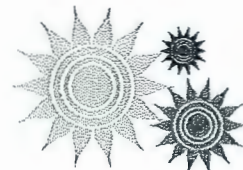
ARISE's contribution to the Fruitvale community has made a tremendous difference in the lives of students and their families. The Fruitvale Development Corporation, along with our parent company the Unity Council, is pleased to be a part of helping to prepare ARISE students for college.

Sincerely yours,



Jeff Pace
Chief Operating Officer

Fruitvale Development Corporation



ARISE High School's A-G Approved Course List*

**Note: This list does not include courses we have submitted for this year, including courses that meet the "F" requirement. Our students have all taken arts courses at Laney College to meet their "F" requirement in the past and they will continue to do so.*

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ARISE High School
Oakland Unified School District
Kate Sugarman, Co-Principal

Street Address: 3301 East 12th Street Suite 205, Oakland, CA 94601
Mailing Address: 3301 East 12th Street Suite 205, Oakland, CA 94601

Phone: (510) 436-5487

Web Site: www.arisehighschool.org

Course Contact: Laura Flaxman
Course Contact Phone: (510) 882-6875 Ext:

School Accreditation (WASC) Status: Yes, Interim Term of Accreditation (through 2012)

School Demographic Information Last Updated: 6/8/11 3:47 PM
Course List Last Updated: 3/10/11 7:19 PM

ATP/CEEB code: 054258
CDS code: 01 61259 0115238

School Governance: Charter (Public)
Primary School Type: Comprehensive HS (classroom based)
Secondary School Type: Small School

Special Program(s):

Term Type:
Course List for 2011-12

The following courses meet requirements for admission to the University of California.

★ denotes courses that have been approved for extra honors credit: a=5, b=4, c=3.

◆ denotes courses that cannot be used to fulfill the "g" elective requirement.

The 'category' column represents the specific subject requirement fulfilled by the course.

Click the year link to go to the course list for that year

All available course lists for this school: [2003-04](#) [2004-05](#) [2005-06](#) [2006-07](#) [2007-08](#) [2008-09](#) [2009-10](#) [2010-11](#) 2011-12

a - History / Social Science - 2 years required

Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

| Course Title | Transcript Abbreviation(s) | Category | Honors Type | Course Notes |
|----------------|----------------------------|--------------------------------------|-------------|--------------|
| Government | Government | American Government / Civics | | Semester |
| US History | US History | U.S. History | | |
| World Cultures | World Cultures | World History / Geography / Cultures | | |

b - English - 4 years required

Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

| Course Title | Transcript Abbreviation(s) | Category | Honors Type | Course Notes |
|---------------------------|---|----------|-------------|--------------|
| English 1 | English 1 | English | | |
| English 2 | English 2 | English | | |
| English 3 | English 3 | English | | |
| English 4 | English 4 | English | | |
| Language is Power | English 3/4: Language is Power, English 3: Language is Power, English 4: Language is Power, Language is Power | English | | Semester |
| Shakespeare & Our Lives ★ | Advanced English: Shakespeare | English | H | Semester |

c - Mathematics - 3 years required , 4 years recommended

Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.

| Course Title | Transcript Abbreviation(s) | Category | Honors Type | Course Notes |
|---------------------------|----------------------------|----------------------|-------------|--------------|
| Advanced Algebra ◆ | Advanced Algebra | Algebra 2 | | |
| Algebra ◆ | Algebra, Algebra 1 | Algebra 1 | | |
| Calculus Single Variable | Calculus | Advanced Mathematics | | |
| Geometry ◆ | Geometry | Geometry | | |
| Statistics | Statistics | Statistics | | |
| Trigonometry/Pre-Calculus | Trigonometry/Pre-Calculus | Advanced Mathematics | | |

d - Laboratory Science - 2 years required , 3 years recommended

Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.

| Course Title | Transcript Abbreviation(s) | Category | Honors Type | Course Notes |
|--------------|----------------------------|--------------------|-------------|--------------|
| Biology | Biology | Biological Science | | |
| Chemistry | Chemistry | Chemistry | | |
| Physics | Physics | Physics | | |

e - Language Other than English - 2 years required , 3 years recommended
Two years of the same language other than English.

| Course Title | Transcript Abbreviation(s) | Category | Honors Type | Course Notes |
|-------------------------|--------------------------------|----------|-------------|--------------|
| Espanol Para Hispanos 3 | ◆ EPH 3 | | LOTE Year 1 | |
| Espanol Para Hispanos 4 | EPH 4, Espanol Para Hispanos 4 | | LOTE Year 2 | |
| Espanol Para Hispanos 5 | EPH 5, Espanol Para Hispanos 5 | | LOTE Year 3 | |
| Spanish 1 | ◆ Spanish 1 | | LOTE Year 1 | |
| Spanish 2 | Spanish 2 | | LOTE Year 2 | |
| Spanish 3 | Span 3 | | LOTE Year 3 | |

f - Visual & Performing Arts - 1 year required

| Course Title | Transcript Abbreviation(s) | Category | Honors Type | Course Notes |
|------------------|----------------------------|----------|-------------|--------------|
| No courses exist | | | | |

g - Elective - 1 year required

One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a blue diamond (◆) in Mathematics, Language Other than English, and VPA; plus the following:

| Course Title | Transcript Abbreviation(s) | Category | Honors Type | Course Notes |
|------------------------|---|--------------------------|-------------|--------------|
| Creating Social Change | Creating Social Change | History / Social Science | | |
| Ecology | Ecology | Science-Biological | | |
| Film and Literature | English 3/4: Film and Literature, English 3: Film and Literature, English 4: Film and Literature, Film and Literature | English | | Semester |

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Ecology Course Description



Print

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This is a resubmission for the course Ecology

Teacher Contact

- * First Name: Christopher
- * Last Name: Lester
- * Position/Title: Science Teacher

Phone Number: (510)761-6234

* E-mail: chris@arisehighschool.org

* Course Title: Ecology

* Transcript Title /Abbreviation: Ecology
Transcript Title /Abbreviation: Course Code

* Seeking "Honors"
Distinction: No

* Subject Area: Elective

* Category: 

* Grade Level for which this course has been
designed: 9 10 11 12

* Unit Value: 1.0 (one year, 2 semesters, or 3 trimesters
equiv.)

* Is this course classified as a Career Technical Education: No

* Brief Course Description

In this advanced biology course, students will study the elaborate interconnections between living organisms and their environment. Special focus will be given to the ways in which human beings affect the balance of ecological systems, both positively and negatively. Students will examine environmental concerns in and around their city and research potential solutions to these problems. Each student will complete an original research project investigating a local ecological issue, including background research, experimental design, data collection, and writing a thesis paper based on his/her research.

Pre-Requisites

Biology, Algebra I - Required

Co-Requisites

Context for Course (optional)

Students at this school must complete three years of science in order to meet our graduation requirements. In addition, they must complete an oral proficiency examination and thesis defense in 11th or 12th grade to demonstrate that they can successfully practice the discipline of scientific inquiry. This course is designed to allow students to meet the requirements of this examination, though completing the oral defense is not required to pass the class.

History of Course Development (optional)

Textbooks

TEXTBOOK 1

- * Title: CK-12 Biology
- * Edition: 1st
- * Publication Date: June 2009
- * Publisher: CK-12 Foundation
- * Author(s): Barbara Akre, Jean Brainard, Niamh Gray-Wilson, and Douglas Wilkin

URL Resource: www.ck12.org

- * Usage: Primary Text
Read in entirety or near entirety

TEXTBOOK 2

- * Title: The Creation: An Appeal to Save Life on Earth

- * Edition: 1st
- * Publication Date: September 2007
- * Publisher: W. W. Norton & Company
- * Author(s): Edward O. Wilson

URL Resource:

- * Usage: Supplementary or Secondary Text
Excerpts, approximate number of pages: 50

Supplemental Instructional Materials

Additional readings drawn from online sources, magazines and newspapers, to be determined by instructor. Emphasis will be placed on current events that have relevance to the course material and/or the local ecosystems that the students are examining in their research projects.

* Course Purpose

ENDURING UNDERSTANDINGS:

Students will understand that...

- All organisms in a community are interconnected by a variety of positive interactions (cooperative and negative interactions (competition, predation, parasitism).
- Generally speaking, more diverse ecological communities are more stable in the face of disturbance than communities with only a few species.
- Large contiguous habitats can support much higher species diversity than smaller areas, so it is important to maintain the largest reserves possible to minimize biodiversity loss.
- The structure and complexity of an ecological community is limited by the small amount of energy transferred from one trophic level to the next.
- Community structure is also affected by limitations in key resources (carbon, oxygen, nitrogen, etc.). Altering the availability of these resources will alter the structure of the community.
- Some species are "keystones" in their communities; removing them has a dramatic impact on community structure. Likewise, introducing a single exotic species to an established system can often lead to changes in that ecosystem.

- Whether a species' population grows or declines is the result of a complex set of factors affecting reproduction (birth rate) and survivorship (death rate). Saving an endangered species is often complex and requires a sophisticated understanding of the species' role in its ecosystem.
- Human beings have tremendous power to alter the ecological communities around us, often with unintended consequences. Care is needed if we are to preserve biodiversity and protect the species that we ourselves depend on for health and survival.
- Many actions and amenities that we take for granted in the developed world bear hidden environmental costs on humans and other species living in less-developed parts of the world.
- The current rates of per-capita energy use and waste production in the developed world are not sustainable. A reexamination of the underlying assumptions of the "consumer culture" is necessary if we are to avoid further ecological damage caused by our modern lifestyles.
- Increasing human population and per-capita energy consumption put ever-greater strain on ecological systems. Individuals must be conscious of the costs and effects of their own lifestyle decisions if we are to become responsible global citizens.

LEARNING GOALS:

Students will know...

- The definition of biodiversity, and how to identify communities of high and low biodiversity.
- The different trophic roles that species can fill in a community (producers, primary consumers, secondary consumers, apex predators, decomposers).
- The different kinds of positive and negative interactions found in ecological communities (e.g., mutualism, commensalism, predation).
- The difference between top-down and bottom-up regulation in communities, and how to identify communities that are under which types of regulation.
- How energy flows and nutrients cycle within the biosphere.
- The four major types of ecological disturbance (toxin load, resource alteration, species removal, species introduction) and how they can impact communities.

- The major ecological problems facing the San Francisco Bay Area.
- How they can reduce the negative impact of their own behavior on the ecosystem around them.

Students will be able to...

- Research background information about a thesis topic
- Evaluate sources for accuracy and relevance
- Summarize data from sources
- Organize data thematically and in logical order of presentation
- Perform an experiment and analyze the data
- Draw conclusions from data
- Write a paper according to the conventions of scientific format
- Create a PowerPoint presentation based on their research*
- Defend a thesis in a talk before an authentic audience*

Points marked with an asterisk (*) denote additional requirements for those students who are using this class to satisfy their graduation requirement for the oral proficiency exam in scientific inquiry.

* Course Outline

This course involves four main strands of investigation.

I. Principles of Ecology (Chapter 14)

Students will learn the foundational concepts of the study of ecology: food webs, energy flow, nutrient cycling, ecological niches, community interactions, and habitat succession. Special focus will be placed on the local watershed and the factors (both human and non-human) that have shaped the development of this ecosystem.

II. Populations (Chapter 15)

Students will study how biological populations are defined and measured, how they are distributed over space, the statistical models that describe their changes over time, the factors that regulate population size, and what age/sex structure and survivorship curves can tell us about the characteristics of a population. Particular focus will be placed on the growing human population and its effects on the biosphere, as well as the complicated social, economic and ethical considerations that surround the question of human population control.

III. Ecology and Human Actions (Chapter 16)

Students will study the ways in which human activities can alter the balance of ecological systems, including nutrient loading, toxic pollutants, habitat destruction, and the introduction of invasive species. The hidden costs of food, housing, electronics, and other consumables will be investigated. Particular focus will be given to the human actions that affect the local ecosystems that students are studying for their individual research projects. Possible solutions for environmental problems, through both technological and sociological changes, will be investigated.

IV. Individual Research Projects

Each student will design and perform an original research experiment based on the broader themes that have been investigated in the other three strands. Students must conduct their own background research about their topics, then write about their experiments in a thesis paper that follows the formal style guidelines of scientific writing.

* Laboratory Activities

Laboratory and field work activities include the following:

- 1.) Investigation of the health and biological diversity of a recently-restored creek near the school, using water testing kits and photo-documentation of observed species.

5.) Sample processing at a university laboratory. Through partnership with a nonprofit organization based at a California university campus, students will be able to take their water samples to an actual research lab and perform experiments necessary to test them for the presence of various toxic materials. We will have two weekend laboratory sessions, with possible additional sessions during the week if it is necessary for students to complete their projects.

* Key Assignments

The centerpiece assignment for all students is the original thesis project. This project requires each student to conduct background research, develop an original research question within the context of our broader class content, perform an experiment to test this question, and then write a thesis paper about their results. This project is time- and labor-intensive and forms the central focus of student activities during the latter two-thirds of the course.

Students will also need to demonstrate understanding of the ecological concepts that we have studied during the course. They will do this through completing readings and then performing activities in response to these readings, including Socratic seminars, essay responses, and short written answers to questions about the readings. Students will complete 1-2 of these additional assignments during each of the first 8 weeks of the course; after this time, the thesis projects take priority, and assignments apart from these projects will be less frequent.

Examples of past individual thesis projects have included:

- Water pollution as an indicator of exotic species invasions
- Effects of motor oil on freshwater algae
- Effects of acid mine drainage on heavy metal concentrations in creeks
- Correlations between creek pH and insect abundance
- Spatial distribution patterns of iron and lead pollution in the Oakland watershed
- Effects of invasive *Eucalyptus* on the surrounding community of low-lying plants
- Distributions of particulate air pollution in the Fruitvale neighborhood of Oakland
- Relative competitive strength of native California poppy vs. invasive yellow starthistle

* Instructional Methods and/or Strategies

Instruction will be given through a variety of styles, including direct lecture, jigsaw readings, Socratic seminars, group research activities, student presentations, and field trips. Special focus will be given to exploratory research in which students must make observations and perform experiments in the field and then share their findings with the class. Peer editing and feedback will be used to help students improve their thesis papers before receiving final feedback. Students will be provided with rubrics for their thesis projects so that they can self-evaluate and work until it meets or exceeds standards.

* Assessment Methods and/or Tools

Midterm and Final Exams: These tests will be used to check for retention of the key ecological concepts that were studied during the course.

Thesis Research Packet: This collection of background materials shows that the student has researched his/her thesis question and found enough quality source material to understand the topic and formulate a good research question. It also shows whether the student is able to distinguish between reliable and unreliable sources in the literature.

Thesis Introduction: The introduction to a scientific paper includes the relevant background information that puts the study in context, the specific research question that is being investigated, and the rationale for investigating the question in this way. Students must turn in their introductions (with references) prior to beginning data collection. In this way the instructor will be able to see whether the student understands why s/he is performing the experiment, and whether s/he has done the necessary background research to make sense of the data s/he collects.

Lab Notebook: This is where students will keep track of the data that they collect in their experiments. Students will be required to keep a journal of what they attempt and what they discover on each day that they are performing research, whether in the lab or in the field. The notebook must be turned in along with the first draft of the thesis paper.

Thesis Paper: After data collection, students must analyze their results and complete the remaining sections of their paper: Methods (how they performed their experiments), Results (what they found) and Discussion (how they interpret their results in the light of their hypothesis and their existing knowledge). The first draft of this paper will be examined and returned to students, who must then revise it to meet standards. The paper will show whether students can complete a scientific inquiry, follow the conventions of scientific investigation, and write a paper according to the accepted style of scientific writing. The Discussion, in particular, will show whether students can critically analyze their results and come to logical conclusions about their findings.

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English 1 Course Description



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Teacher Contact

* First Name: Devin
* Last Name: Carberry
* Position/Title: Teacher

Phone Number:

* E-mail: devin@arisehighschool.org

* Was this course Previously Approved by UC? No

* Course Title: English 1

* Transcript Title /Abbreviation: English 1 EN1001
Transcript Title /Abbreviation: Course Code

* Seeking "Honors"
Distinction: No

* Subject Area: English

* Category: 

* Grade Level for which this course has been
designed: 9 10 11 12

* Unit Value: 1.0 (one year, 2 semesters, or 3 trimesters
equiv.)

* Is this course classified as a Career Technical Education: No

* Brief Course Description

English 1 is a rigorous course designed to begin the preparation for college. Students read a variety of different genres of literature, and produce a variety of different pieces of writing. The course will explore the essential question "where did we come from, and how does that shape who we are?" Using the ARISE habits of Mind and Heart, students will develop critical thinking skills as well as strong study habits and classroom practices. The course will involve fieldwork in order to show how relevant reading and writing are in our daily lives, and how the themes that we will be studying impact the students and their communities.

Pre-Requisites

Co-Requisites

Context for Course
(optional)

History of Course Development
(optional)

Textbooks

TEXTBOOK 1

- * Title: Writers Inc.
- * Edition: Paperback
- * Publication Date: 2001
- * Publisher: Houghton Mifflin
- * Author(s): Patrick Sebranek

URL Resource:

- * Usage: Primary Text
Read in entirety or near entirety

Supplemental Instructional Materials

- * Course Purpose

COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES

Students will

1. Be able to use the conventions of different genres to communicate clearly and coherently in writing and wide range of media and styles.
2. Read and comprehend a wide range of fiction and nonfiction in grade appropriate materials.
3. Solve problems and think critically by effectively completing challenging group and individual projects assignments that have authentic audiences and applications.
4. Understand the complexities of the issues that effect their lives and their communities reading, writing, oral and multimedia presentations.
5. Write clear and concise essays that support theses with evidence, gather information from primary and s sources and use that information appropriately, and create arguments that rely on thorough understandings perspectives.

COURSE OBJECTIVES

Students will

1. Read critically from a variety of whole texts and excerpts and respond to them both orally and in writing form and deliver convincing arguments about these texts.
2. Understand that cultural and historical influences impact literary works.
3. Respond to relevant research questions, as they read from both primary and secondary sources (written report on these findings in both oral and written form.
4. Understand the difference between literal and figurative meanings of words. They use both in their own will continue to develop written and oral vocabulary while expanding their knowledge of word roots.
5. Write multi-paragraph autobiographical, expository, analytic, reflective, persuasive, cause and effect, an essays. They will understand and practice the stages of the writing process: prewriting, drafting, revising, c final draft presentation and publishing. They will generate and express their own ideas with clarity, cohere conciseness, precision, and fluency in both written and oral communication.
6. Develop a theme in an essay and relate it to their own lives, using correct sentence structure and demons understanding of paragraph and essay formats. They will use standard English conventions in writing and :
7. Structure ideas and arguments both orally and in writing in a logical, coherent, and persuasive way, and with precise and relevant examples.
8. Students will further develop the following Habits of Mind and Heart, as demonstrated in various ways i class:
 - a. Habit of Convention: Students will understand and develop the conventions of metacognitive and analyt strategies (including the use of annotating texts and making text-to-self, world, and text connections; enga readings of texts and participating in text-based discussions) as well as the conventions of effective writing kinds, beginning with sentence structure and learning grammar, short essays and long papers of different g including persuasive essays, personal narratives, reflective writing, and research papers.
 - b. Habit of Perspective & Evidence: Students will learn to analyze texts, studying the different perspective bring and represent in their work. In fiction, students will develop an understanding of effective ways of us in the form of ?showing and not telling? that makes for powerful storytelling, and in nonfiction, students w writers use evidence to make an argument and prove their points.
 - c. Habit of Connection: Students will learn how to connect readings to their own lives and how to make m

as well as how different ideas relate to one another?in terms of within and outside of the class, across other and courses of study, and the world at large.

d. Habit of Collaboration: Students will develop skills of working with one another through occasional group presentations and activities, including Socratic Seminars, literature circles, jig-saws, and peer teaching activities.

e. Habit of Leadership & Integrity: Students will demonstrate leadership by completing assignments and presentations to a public audience at biannual Exhibition Nights and during their spring "Bridge" presentations. In addition, students will demonstrate leadership and integrity in carrying out different roles.

f. Habit of Perseverance: Students will develop perseverance by completing complex and demanding pieces of work including their "Bridge" paper and portfolio, research paper, and other writing assignments, as well as reading challenging texts.

g. Habit of Exploration & Innovation: Students will demonstrate the habit of exploration & innovation by exploring unfamiliar subjects and performing unfamiliar tasks, as well as creating original pieces of writing and presentations.

* Course Outline

I. Becoming Who We Are

Essential Questions:

What's it like to be you living in Oakland?

Who are you, and where are you going?

How does where you live make you who you are?

Sub Questions:

What does it mean to come of age?

Learning Outcomes:

Students will:

Read and compare works of literature

Have academic discussion around themes and topics in the readings

Respond to works of literature by seeing connections between literature and their own lives

Reflect and analyze the events of their own lives

Use multiple genres to express their feelings and ideas about their selves and their community

Be able to analyze literature for themes of identity

Identify and understand the purposes of literary devices such as setting and characterization

Reading focus

? Talking to the text

? Reading for meaning, with class discussion

? Character and setting

? Plot sequencing and dramatic action

? First-person narration in fiction and nonfiction

? Literary devices

Writing focus

? Prewriting, drafts, revision, and editing

? Reading logs or reading journals, with emphasis on literary devices

? Graphic organizers & visual representation of ideas

? Autobiographical essay

? Persuasive writing

Performance Assessments:

- ? Personal narrative: autobiographical essay based on a critical incident
- ? Reading Journal: reflective writing based on text
- ? ?This I Believe? persuasive essay based on a personal belief
- ? Book review explaining the central experiences and turning points experienced by the characters in the 1

Texts:

Williams, Straight Outta East Oakland

Luis Rodriguez, Always Running

Supplemental Texts:

Eric Miles Williamson, East Bay Grease

Lowry, Way Past Cool

Sapphire, Push

II. The Power of Place

Essential Questions:

- What mosaics of history have impacted your life today?
- How did Oakland become what it is today?

Sub Questions:

- Who controls Oakland?
- Where did all the white people go?
- How do the suburbs influence Oakland?
- How have Oaklanders fought the power?
- Wasn't Oakland part of Mexico?
- Does racism shape Oakland?

Learning Outcomes:

Students will:

- ? Understand what historical forces shaped where we live today
- ? Know how to develop a research question and use primary and secondary sources to answer that question
- ? Learn how to conduct an oral history interview
- ? Develop strategies for reading high level non-fiction texts
- ? Understand how their own experiences fit into the historical context of Oakland
- ? Synthesize information and use graphics and photographs to create a book
- ? Understand how to use blogs to keep track of ideas and information and to get feedback on those ideas

Reading Focus:

- ? Making sense of narrative non-fiction
- ? Expanding vocabulary
- ? Analyze arguments

Writing Focus:

- ? Expository writing
- ? Research and using appropriate evidence
- ? The writing cycle ? drafting, revising, publishing
- ? Interviewing and narrative writing

Performance Assessments:

- ? Oral History narrative and photograph displayed at Exhibition Night
- ? Research projects on different questions of Oakland history
- ? Reflective pieces, images and expository pieces stored on blogs

? Published book including Oakland research work, oral histories, and personal narratives that will be sold at Exhibition Night

Texts:

Ishmael Reed, Blues City

Bagwell, Oakland: The Story of a City

Supplemental Texts:

Urban Habitat, How Did We Get Here?

Johnson, The Second Gold Rush

Rhomberg No There There

Self, Babylon

Howard Zinn, Young People's History of the United States

III. Push and Pull

Essential Questions:

How did we get here?

How does immigration affect the individual and the community?

Sub Questions:

What pushes people out of a place?

What pulls them into a place?

Learning outcomes

Students will:

? Study the major themes of immigration and how it affects them as individuals and their community, through reading, discussion, research and writing.

? Read and critically analyze fiction and non-fiction texts relating to the theme of immigration.

? Be able to develop an understanding, through the reading of the power of personal experiences, and the global historical context in the making of such experiences.

? Identify common strands in the multiplicity of immigrant experiences.

? Research a country/region from which people have migrated to different parts of the world and reconstruct history discussing the causes and effects of immigration from the particular country/region of study.

? Read and analyze poetry for themes related to immigration

? Write poetry expressing their own experiences of immigration and migration

? Demonstrate understanding of key concepts/vocabulary words related to immigration, like ?voluntary? and ?involuntary? migration, ?push? and ?pull? factors, migration, refugee, political asylum, resettlement and

Reading focus

? Reading for meaning, with class discussion

? Comparison of themes across genres

? Understanding historical themes in fiction and non-fiction

? Poetry

Writing focus

? Prewriting, drafts, revision and editing

? Compare and contrast

? Cause and effect

? Poetry

Performance Assessments:

- ? Published poetry anthology of class poetry around themes of immigration
- ? Analytical essay examining cause and effect of immigration from a particular country to the United State
- ? Compare and contrast essay synthesizing two texts and comparing the immigrant experience

Texts:

Sonia Navario, Enrique's Journey
 Julia Alvarez, Before We Were Free

Supplemental Texts:

Marina Budhos, Ask Me No Questions
 Julia Alvarez, Finding Miracles
 Algarin, Aloud
 Bonair-Agard, Burning Down the House
 Sanchez, Canto y Grito Mi Liberacion

IV: Cultural Contexts

Essential Questions:

- How does society perceive us?
- How do we perceive ourselves?
- What is cultural identity?
- What does it mean to stand up for yourself?

Sub Questions:

How have different cultures adapted to and impacted life in California?

Learning Outcomes:

Students will:

- ? Understand how different cultures in the United States contribute to the social dynamics
- ? Be able to articulate the different aspects of their own cultures
- ? Be able to create a coherent and clear presentation
- ? Be able to analyze a work of literature for the cultural context of the book

Reading Focus:

- ? Reading for understanding in Literature Circles
- ? Independent discussion and response to literature
- ? Author's perspective
- ? Context and subtext

Writing Focus:

- ? Using evidence to support ideas
- ? Organizing ideas around a theme
- ? Developing a presentation using multi-media

Performance Assessments:

- ? Analytic essay exploring how culture influences characters' lives based on a text
- ? Using iMovie to create a presentation explaining the cultural context and influence in a work of literature

Texts:

Melba Patillo Beals Warriors Don't Cry

Plus group choice of one of the following:

Supplemental Texts:

Pam Muñoz Ryan *Esperanza Rising*
James D Houston and Jeanne Wakatsuki Houston, *Farewell to Manzanar*
Sherman Alexie, *The Absolutely True Diary of Part-Time Indian*

V: Choices

Essential Questions:

How do the choices we make impact our lives?
What decisions does society make for us?

Sub-Questions:

How does drama convey ideas differently than fiction?
What does it mean to perform?

Learning Outcomes:

Students will:

? Understand the conventions of the dramatic genre
? Be able to perform a dramatic scene

Reading Focus:

? Understanding the dramatic form
? Understanding regional dialect and slang in a literary context
? Understanding the structure of a scene
? Character development

Writing Focus:

? Writing dialogue
? Using colloquial speech

Performance Assessments:

? Memorize and perform a scene from a play at Exhibition Night
? Write a dramatic scene that illustrates a choice from your life

Texts:

Lorraine Hansberry, *Raisin in the Sun*

Supplemental Texts:

Selection of texts related to the Great Migration and segregation from *Eyes on the Prize* reader



Key Assignments

Unit I:

? Personal narrative: autobiographical essay based on a critical incident
? Reading Journal: reflective writing based on text
? ?This I Believe? persuasive essay based on a personal belief
? Book review explaining the central experiences and turning points experienced by the characters in the readings.

Unit II:

? Oral History narrative and photograph displayed at Exhibition Night
? Research projects on different questions of Oakland history
? Reflective pieces, images and expository pieces stored on blogs
? Published book including Oakland research work, oral histories, and personal narratives that will be sold and displayed

Unit III:

- ? Published poetry anthology of class poetry around themes of immigration
- ? Analytical essay examining cause and effect of immigration from a particular country to the United State
- ? Compare and contrast essay synthesizing two texts and comparing the immigrant experience

Unit IV:

- ? Analytic essay exploring how culture influences characters? lives based on a text
- ? Using iMovie to create a presentation explaining the cultural context and influence in a work of literature

Unit V:

- ? Memorize and perform a scene from a play at Exhibition Night
- ? Write a dramatic scene that illustrates a choice from your life



Instructional Methods and/or Strategies

Direct Instruction
Small Group work
Literature Circles
Discussion, such as socratic seminar and book talk partners
Project based group work
Reading workshop
Writing workshop
Peer editing
Interviewing
Fieldwork



Assessment Methods and/or Tools

Daily homework, classwork
Reading quizzes
authentic assessment such as presentations and performances at Exhibition Night
Reading journals/logs
benchmark assignments that lead up to major assignments
Writers notebook



Reading

Unit I:

Texts:

Williams, Straight Outta East Oakland

Luis Rodriguez, Always Running

Supplemental Texts:

Eric Miles Williamson, East Bay Grease

Lowry, Way Past Cool

Sapphire, Push

Unit II:

Texts:

Ishmael Reed, Blues City

Bagwell, Oakland: The Story of a City

Supplemental Texts:

Urban Habitat, How Did We Get Here?

Johnson, The Second Gold Rush

Rhomberg No There There
Self, Babylon
Howard Zinn, Young People's History of the United States

Unit III:

Texts:

Sonia Navario, Enrique's Journey
Julia Alvarez, Before We Were Free

Supplemental Texts:

Marina Budhos, Ask Me No Questions
Julia Alvarez, Finding Miracles
Algarin, Aloud
Bonair-Agard, Burning Down the House
Sanchez, Canto y Grito Mi Liberacion

Unit IV:

Texts:

Melba Patillo Beals Warriors Don't Cry

Plus group choice of one of the following:

Supplemental Texts:

Pam Muñoz Ryan Esperanza Rising
James D Houston and Jeanne Wakatsuki Houston, Farewell to Manzanar
Sherman Alexie, The Absolutely True Diary of Part-Time Indian

Unit V:

Texts:

Lorraine Hansberry, Raisin in the Sun

Supplemental Texts:

Selection of texts related to the Great Migration and segregation from Eyes on the Prize reader

* Writing

Unit I:

- ? Personal narrative: autobiographical essay based on a critical incident (3 pages)
- ? ?This I Believe? persuasive essay based on a personal belief (3 pages)
- ? Book review explaining the central experiences and turning points experienced by the characters in the readings. (3-5 pages)

Unit II:

- ? Oral History narrative and photograph displayed at Exhibition Night (3 pages)
- ? Research projects on different questions of Oakland history (5 pages)
- ? Reflective pieces, images and expository pieces stored on blogs (varying length)

Unit III:

- ? Published poetry anthology of class poetry around themes of immigration
- ? Analytical essay examining cause and effect of immigration from a particular country to the United States (4-6 pages)
- ? Compare and contrast essay synthesizing two texts and comparing the immigrant experience (3-5 pages)

Unit IV:

- ? Analytic essay exploring how culture influences characters? lives based on a text (3-5 pages)

Unit V:

- ? Write a dramatic scene that illustrates a choice from your life (scene must take 5-10 minutes to perform)

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ARISE High School
Authenticity, Rigor, Inspiration, Success, Empowerment

**ARISE HIGH SCHOOL
STUDENT & PARENT HANDBOOK
2011-2012**

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ARISE High School

“Authenticity, Rigor, Inspiration, Success, Empowerment”

The mission of ARISE High School is to empower students with the skills and knowledge to pursue higher education and become in the world. ARISE High School will also provide an environment for training educators to become leaders in secondary school reform.

ARISE High School, an Oakland charter school, is founded on the principles of supporting students to understand themselves, to contribute to positive community transformation, and to develop the skills, knowledge, and agency to be successful in college and the world beyond.

We believe learning best occurs when students are fully engaged participants in their own education by being immersed in a challenging, college-prep curriculum that includes knowledge of self, consciousness raising, project-based learning, service learning, a highly personalized and supportive environment, and the use of the local community as an extended classroom.

The school serves 220 students in grades 9-12, with a focus on preparing students from low income families to be the first in their families to attend college.

ARISE High School features:

- **A College Prep Curriculum:** Every student will complete the course requirements for admission to the University of California and California State University system. In the upper grades, students will also take college courses.
- **Personalization & Advisory:** Every student will have several adults who know the student well and make sure that his or her needs are being met.
- **Experiential Learning:** Hands-on, project-based learning is a key focus at ARISE with students “learning by doing” in all of their classes.
- **Community Empowerment:** Students, families and educators all play leadership roles in the school and the school will play a role in making the broader community of Oakland stronger.
- **Extended Day, Week & Year:** The ARISE experience goes beyond the traditional high school schedule. Students may attend school until 6:00 in the evening. In addition, all students are expected to participate in a minimum of two summer programs.
- **Cultural Immersion Experiences:** All students will participate in a program, often during the summer, in which they are exposed over multiple days and nights to a culture that is very different from the one from which they come. These valuable experiences, among other things, prepare students for the challenges of adjusting to a four-year college.

- **College Advising:** Through the school's partnership with the Mills TRIO Program, all students will receive extensive support in applying to, getting accepted by, and attending college.
- **Senior Institute:** Unlike the "Junior Institute" (grades 9-10), the "Senior Institute" (grades 11-12) provides students with greater choice and flexibility in their classes and schedules. The added choices that students within the Senior Institute have are intended to more closely model the structures that will be faced in college. Other Senior Institute features include completing an internship and college courses.

Habits of Mind and Heart

The Habits of Mind and Heart are central to ARISE's vision and are the core of ARISE's assessment process. The Habits are the chief organizing principle of the learning targets that guide each course, and they are the primary tools for the processes of student reflection and development.

- **The Habit of Collaboration**
Accepting and giving assistance; working with diverse groups of people
- **The Habit of Perseverance**
Seeing things through and maintaining focus, even in the face of adversity
- **The Habit of Exploration & Innovation**
Seeking and being open to new experiences and ideas; taking risks and meeting challenges
- **The Habit of Leadership & Integrity**
Taking initiative in the service of the common good; doing the right thing even when no one is looking; acting ethically, with honesty and compassion for others
- **The Habit of Convention**
Meeting accepted standards in any academic area in order to be understood and to understand others; adhering to appropriate guidelines for different environments and disciplines
- **The Habit of Perspectives & Evidence**
Addressing questions from multiple viewpoints and using a variety of ways to solve problems and bringing together relevant information, judging the credibility of sources, finding out for one's self
- **The Habit of Connections**
Looking for patterns and for ways in which things fit together in order to bring together diverse material and form solutions

Admissions Policies and Procedures

Students are considered for admission without regard to ethnicity, national origin, gender, disability, or achievement level. ARISE High School is non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition nor discriminate against any student based on ethnicity, national origin, gender, or disability. ARISE High School is open to *all* students in the state of California who wish to attend the school.

The following admission requirements, timeliness, and procedures apply at ARISE High School:

The admissions process is carried out in two phases. Each year, ARISE High School sponsors an open enrollment period that will be completed by March 1. If the number of applicants exceeds the maximum or required number of students, enrollment will be determined by a public random drawing ("lottery system"). Preferences in the lottery system are granted as follows:

- (1) 80% of capacity at each grade level "first-to-college" students who reside within the District—students who come from families where they would be the first to graduate from college;
- (2) children of ARISE High School staff, design team members and Board members who reside within the District;
- (3) all other students who reside within the District;
- (4) students who reside outside the District.

Once admitted to ARISE High School, students will be granted admission in subsequent years. Students enrolled must submit a completed Intention to Return form no later than June 1 or the student may lose their enrollment status. Preference in the enrollment process is granted to siblings of existing ARISE High School students who reside within the District.

Students who are not admitted through the lottery will be put on a rank ordered waiting list. If slots open in a grade level, students will be pulled from the waiting list in rank order. Students may remain on the waiting list until the following year's lottery, at which time the student may choose to resubmit his or her application for inclusion in the lottery.

As part of the application process, all parents/guardians and students are asked to attend a parent/guardian and student orientation meeting and to sign a letter indicating they understand and are committed to the outcomes, philosophy and program of ARISE High School.

Admission tests are not required; however, assessments may, at the discretion of the Charter School, be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills.

Non-Discrimination

It is the explicit goal of ARISE High School to ensure that the racial and ethnic balance of the student population at ARISE High School is reflective of the general population within the territorial jurisdiction of Oakland Unified School District. Since ARISE High School believes that in order for students to become adequately educated in the 21st century, they need to be skilled at communicating and working with a diverse cross-section of people from many different backgrounds and environments, having a diverse student population is critical.

Public School Attendance Alternatives

Provided they live within the boundaries of the Oakland Unified School District, students who opt to leave the ARISE High School or not attend ARISE High School may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies. Students who reside outside the boundaries of the District must pursue enrollment in their district or county of residence or apply for an inter-district transfer in accordance with the enrollment policies of the district or county of residence as applicable. ARISE High School will inform parents in the student/parent handbook and at school orientations that enrollment in ARISE High School will not automatically entitle any student to enrollment in the District.

Graduation Requirements

In order for students to be well prepared to gain the skills and knowledge to be successful in four year college *and* in life, ARISE High School has created a program that is intensive as well as supportive. As part of this, requirements for progressing from grade to grade, course to course, and ultimately for graduation are more rigorous than other high schools in Oakland and than many of the schools are students were previously exposed to. We believe that these higher expectations, and more intense requirements, are critical to helping students be successful, and it is important that they are clear to everyone in our community.

Course Requirements

While students will have choices in terms of the actual courses and topics that they choose, these options will need to fit within the *subject areas* outlined here. Students need to meet or exceed standards in courses in the following subjects:

| Subject Area | Example of Course Titles | UC/CSU Requirements | ARISE HIGH SCHOOL Graduation Requirements |
|-----------------|---|---------------------------|---|
| Social Studies | Multicultural Studies World Cultures US History US Government Raza History | Requirement A: 2 years | 4 years |
| Language Arts | Language is Power Film and Literature Shakespeare and Our Lives Creative Writing | Requirement B: 4 years | 4 years |
| Mathematics | Algebra 1 Geometry Algebra 2 Trigonometry Pre-Calculus Calculus | Requirement C: 3 years | 4 years |
| Science | Biology Chemistry Ecology Physics | Requirement D: 2 years | 3 years |
| World Languages | Spanish 1-4 Spanish for Native Speakers 3-5 (Español Para Hispanos) AP Spanish | Requirement E: 2 years | 3 years |

| | | | |
|--------------------------|--|--------------------------|---------|
| Visual & Performing Arts | Dance Illustration Theatre Mural Arts Youth Roots Critical Media | Requirement F: 1 year | 1 year |
| Academic Electives | Media & Event Production Media Literacy Making Social Change | Requirement G: 1 year | 1 year |
| Physical Education | Outward Bound Wilderness Bicycling Kayaking Soccer | Not Required | 2 years |

Additional Requirements

In addition, all students are required to complete the following in order to graduate:

- Prepare, present and successfully defend Proficiencies in the following areas: scientific inquiry, mathematical thinking, literary analysis, historical research and understanding, and artistic expression
- Successfully complete an internship experience during Senior Institute
- Complete two college-level courses during Senior Institute
- Successfully complete summer programs over the course of two summers
- Participate in a “cultural immersion” experience (this can occur as part of one of the summer programs)
- Take the SAT or ACT
- Apply to at least five colleges
- Pass the California High School Exit Exam in both Math and English Language Arts
- Maintain a Grade Point Average (GPA) of at least a 3.0 (the school will facilitate this since students will need to meet or exceed standards in order to receive course credit and therefore need to earn a B or higher for credit.)

Transfer of Courses & College Entrance requirements

ARISE High School, a WASC accredited school, works in partnership with our families to develop, support and sustain the school (starting with the parents on the school's design team.) Introductory orientations for both students and staff will be a critical part of every school year, and will include information about all aspects of the school program, with a special emphasis on the sequence of courses and activities leading to graduation and college matriculation. Our UC-approved courses are translated into easy to understand transcripts that align with A-G requirements and these transcripts match each individual student's personalized learning plan. These plans are updated regularly and, along with portfolio presentations, provide the substance of quarterly exhibitions of student work and student-led parent conferences.

Students may fulfill course requirements through coursework at ARISE High School or through approved coursework at a local college or a community college. Students have the opportunity to earn credits that fulfill the University of California/California State University (UC/CSU) system A-G requirements. By virtue of completing required

coursework, all graduates fulfill or exceed the UC/CSU system A-G requirements, based on the chart above. Additionally, ARISE High School collaborates with other local high schools to ensure transferability both of our courses to other schools and other schools to ours.

ARISE High School

Sample Course Descriptions – actual course offerings are provided to students each semester when choosing classes.

Humanities

Humanities 1 (English and World History)

The essential questions for this course are “how do individuals impact their communities? What makes a hero? How can we become the heroes of our own stories?” In this interdisciplinary course, students will gain skills in reading, writing, and critical thinking. The first half of the semester will focus on colonialism and will involve research, role plays, and the use of iMovie. The second half of the semester will focus on memoir and autobiography and will involve reading literature and writing personal narratives. The culminating project for the semester will be a short documentary film focusing on a local hero.

Math

Algebra

Algebra is the first course in the high school mathematics sequence. Students will be introduced to equation solving with both one and two variable equations. They will develop logic and critical thinking skills in problem solving. Further, students will develop skill in graphing equations and interpreting data from graphs.

Science

Biology

This course dynamically investigates and analyzes important biological concepts through general thematic questions. During class time we attempt to develop skills under various learning formats: lectures, labs, readings, exams, computer assisted tasks, Socratic discussions, individual and group projects. We strive to instill in the biology student a true interest and appreciation for the natural order of living organisms and their relation with their environment. We examine the structures and activities fundamental to all forms of life. The functions of the human body compared with those of other organisms and life support systems are part of this program.

Biology is a hands-on course balanced with a reasonable amount of notes, theory and discussion. Students actively participate in on-going laboratory investigations. Depending on the unit being covered these include such investigations as: insect entomology, microbiology, cheek cell smears, dialysis membrane-cell models, firefly bioluminescence, pH analysis, DNA analysis, frog/fetal pig dissection-comparative digestive systems, salivary enzyme analysis, dietary intake, neuron receptors, heredity phenotypes, pulse rate analysis, skeleton anatomy, hominid evolution, and so on.

Spanish

Spanish is an introductory class to the Spanish language, designed for non-Spanish and Spanish-speaking students alike. The class will allow students to acquire basic grammar, pronunciation, reading and writing skills. Students will work on a variety of projects which will enhance their understanding of Latin American culture and history. The projects include reading short stories, researching historical heroes, and writing and performing a play.

Other Courses – Electives and Intersession

Elective courses, particularly in the arts and physical education, will be offered through ARISE High School's extended day, week and summer programs, as well as during the three week "intersession" course between semesters (see sample course selection below.) Once the school has eleventh and twelfth graders, this catalogue will be filled with many more elective courses that those older students can choose to fulfill their various A-G requirements. Unlike the upperclassmen, ninth and tenth graders will take the standard curriculum and courses offered above and their elective choices will be limited to intersession and the extended day, week and summer programs. Finally, students will have many other academic choices through concurrent enrollment opportunities at local colleges and field-based learning experiences through their internships.

Sample Intersession Courses

1. Capturing the Spirit: The Art of Portraiture

****Art Credit**

In this course, we will learn some basics of writing, photography, drawing, and painting while creating both written and image-based portraits of ourselves and others. This intensive course will culminate with a gallery opening where each student will display a body of work that "captures the spirit" of an honored person. All students will create a sketchbook/journal, a portfolio of written work and artwork, a final exhibit, and gallery guide. Fieldwork will include visits to museums, neighborhood photo shoots, and possible work in different arts studios around Oakland. Students will receive an Art credit for this class.

2. The Great Outdoors

****P.E. Credit**

Are you ready for an adventure? Welcome to the great outdoors! We will be embarking on a four day backpacking trip! Before the trip, we will spend time learning about camping basics such as survival skills, putting up tents, planning meals and packing. In addition, we will spend time reflecting and journaling about nature and ourselves. Over the three weeks we're going to create scrapbooks that include our reflections, camping basics and pictures from our trip. This is a great chance to learn about yourself and your world, as well as to have a lot of fun! Students will receive P.E. credit for this class.

Assessment at ARISE High School

ARISE students are assessed on their ability to perform real-world tasks that demonstrate meaningful application of the essential knowledge and skills that they will acquire during their time at ARISE. We believe that in order to be productive citizens, students should become proficient at performing tasks they will encounter when they graduate. We teach students to *use* mathematics to solve real-world problems, to *problem solve and analyze* historical events, and to *conduct* authentic scientific investigations, not just *know* these disciplines. As a result, the way that we assess ARISE students drives the way we envision, plan, and execute our curriculum. The cornerstones of our assessment model are portfolios, exhibitions, and demonstrations of mastery.

Assessment at ARISE looks very different from traditional assessment. In each course, students are evaluated on their level of mastery of each habit of mind and heart within the context of the discipline. Students are assessed according to their level of mastery in each unit, and then summatively at the end of each semester.

Learning Targets:

These are the essential knowledge and skills students are expected to master by taking the course. The teacher is engaged in a constant inquiry cycle to assess student mastery of these targets using different strategies and techniques, and the teacher is ultimately accountable for student mastery of these targets.

Habits of Mind and Heart:

These are the core practices of thinking and ways of being that we want our students to absorb and develop. Each learning target is tied to a habit of mind or habit of heart. Every day students should understand how what they are doing is connected to the Habits.

Formative Assessment:

During every class, the teacher uses formative assessment to track student learning. Through asking questions, class discussion, group work, conferencing, mini-presentations etc, the teacher observes student progress towards the learning targets.

Summative Assessment:

Although summative assessments can happen at any time during the semester, there are two times that summative assessments must occur: the mid-semester, and the end-of-semester. The mid-semester summative assessments are called "portfolio documents" and are standardized by the department. The end-of-semester summative assessments generally are final projects/performances in the 9th and 10th grades, and the Proficiencies in the Senior Institute.

Rubrics & Holistic Assessment:

At ARISE, we do not calculate grades through percentages or points. We use rubrics to provide detailed and meaningful feedback based on student progress towards the learning targets. Every assignment has a rubric, and students should be familiar with the rubrics before they begin the assignment. At the end of each quarter, report cards are made using a rubric that contains the learning targets for that period of time. Students either Exceed, Meet, Approach, or Do Not Meet the target. This system allows

the teacher to use formative and summative assessment to determine what students have actually learned, rather than calculate what students have done.

Grade Translation:

Students can only receive a grade of B or higher at ARISE in order to ensure mastery and in order to graduate our students UC/CSU eligible. Because we need to send college transcripts and cannot simply send our rubrics, we have a grade translation document that shows how the rubrics translate to a grade. If a student has a Does Not Meet for any Habit, then he or she cannot pass the course. However, we do not want the conversation with students to be about grades. We want it to be about learning and mastery.

Portfolios, Proficiencies and Exhibitions

Portfolios

Students maintain portfolios of their “portfolio documents” throughout their years at ARISE. These portfolios will form the basis of the Bridge presentation, which is the gatekeeper for students to move from the 10th grade to the “Senior Institute” In addition, these portfolios are used for biannual student-led conferences with parents and advisors.

Proficiencies

During Junior and Senior year, students are expected to complete Proficiencies in the following areas: Historical Research, Literary Analysis, Scientific Inquiry, Mathematical Thinking, and Artistic Expression. The academic Proficiencies involve the completion of an original piece of work accompanied by a presentation and defense in front of a panel of teachers and students. The Artistic Expression Proficiency must have an authentic audience.

Exhibitions

At the end of each semester, and at the end of Intersession, Exhibition Nights are held to showcase student work. These are community events designed to celebrate and share success with family and community members.

Adelante Student Support Services program at ARISE High School

In order for ALL students to be able to meet the high expectations that ARISE High School holds, a thorough system of support is critical. While our entire school is designed in such a way as to make the education experience highly personalized, attentive, and nurturing, *Adelante Student Support Services* is both structure and philosophy at ARISE to provide more intensive support. While there are systems and programs that exist within the *Adelante* canopy, *Adelante* itself cannot be reduced to a process or policy. As such, *Adelante* partners with the *All In!* project of the Seneca Center to create the conditions, procedures, and resources to support struggling students academically & socio-emotionally using these approaches: Personalization, Response to Intervention (RTI), and Restorative Justice. Structures to activate *Adelante* include:

- Advisory
- Coordination of Services (COS)
- Academic Intervention (school day and after school programs)
- Socio-Emotional Group Counseling
- 1 on 1 *Adelante* Counseling
- Mediation Referrals (peer to peer or student to teacher)
- Youth *Adelante* Council

Advisory

Each student meets daily in their advisory and will keep the same advisor for all their years at ARISE High School. Advisories have no more than 18 students, and a student's advisor will be their main ally and advocate as he or she goes through the four years of high school. The advisor is the primary contact with the student's family, conducting home visits and facilitating bi-annual student/parent/advisor conferences. If the student needs academic support, has an issue with another teacher, or even a personal issue, the advisor should be the first person the student can go to. Responsibilities of advisors include:

- Provide academic and personal guidance and support to an Advisory class of 16 students, with the first objectives of students attending school daily and passing all classes
- Exemplify and reinforce the school's core values in (and beyond) Advisory
- Collaborate with students, parents/guardians and other teachers to address the academic and social needs of advisees; provide consistent follow-up with/for students, parents/guardians and teachers in the role of Advisor
- Facilitate bi-annual student-led parent, student, advisor conferences
- Conduct home visits to meet with advisees and their families
- Acts as the "first responder" if advisees have issues in other classrooms for which those teachers need support

Coordination of Student Services (COS)

The Coordination of Student Services (COS) Team meets a minimum of 1 hour once/week to organize and review actions implemented to provide additional academic, behavioral, and/or socio-emotional support to students. Within the COS Team meeting, students newly referred to the group are reviewed, as well as revisiting the previous

week's actions for students. The team is comprised of the Intervention Teacher, School Counselor, Adelante Coordinator, Co-Principals, and the teacher/advisor(s) most closest to the newly referred student(s).

Extended Day

The school day goes from 8:45 am until 4:30 pm on Mondays, Wednesdays, Thursdays and Fridays. There are after school activities and intervention classes until 6 pm so that all students are able to get the support and enrichment that they need. During this time, students will be able to complete their homework, get extra help in classes and subjects in which they might be struggling, and participate in small group instruction in English Language Development or other options that may be created based on the needs of the students. In addition, ARISE will offer several club activities based on student interest.

Weekly Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|-----------------|--------------------|--------------------|--------------------|
| 8:45 am to 4:30 pm | 8:45 am to 1 pm | 8:45 am to 4:30 pm | 8:45 am to 4:30 pm | 8:45 am to 4:30 pm |

Yearly Schedule

Below is an outline of the four years of the ARISE High School experience. The specific annual calendar for 2011-12 will be included later.

Year 1:

- Simple block schedule with a Humanities block (including English and a social studies curriculum), an Algebra and Geometry class, and Spanish (for both native and non-native speakers),
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Year 2:

- Simple block schedule with a Humanities block (including English and a social studies curriculum), an Advanced Algebra class, a Science class (Either Biology or Physics) and Spanish
- Graduation into the upper grades by Bridge portfolio presentation
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Year 3:

- A mixture of year long and semester long courses that fulfill the A-G requirements. Classes will be distributed across all core academic subject areas
- Junior College Seminar including required test and college preparatory activities, as well as academic support sessions
- Required internship
- Judged Proficiency presentations towards meeting graduation requirements and competencies
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Year 4:

- A mixture of year long and semester long courses that fulfil the A-G requirements. Classes will be distributed across all core academic subject areas
- Senior College Seminar including test preparation, college applications, and scholarship support
- Judged Proficiency presentations towards meeting graduation requirements and competencies
- One five-credit, mid-year, three-week, multi-aged elective course (Intersession)

Community Partnerships

Mills TRIO Programs

Drawing upon the Mills TRIO Programs' expertise in preparing students for and helping them be admitted to four year colleges, ARISE's college-prep focus will be woven throughout the instructional program. We believe that a critical component of activating student learning and helping students realize their potential is for the staff to have high expectations for all students, including firmly believing that every young person is capable of attending and successfully graduating from an institution of higher education. A high level of personalization allows the adults to provide the support necessary to help students meet these elevated expectations.

Mills Graduate School of Education

ARISE is a site for student teachers from Mills Graduate School of Education. ARISE will also benefit from the expertise and ideas of the faculty of the Graduate School of Education, and will work in collaboration with those faculty members to enrich and develop the ARISE school design.

Coalition of Essential Schools

ARISE High School was created in partnership with the Coalition of Essential Schools (CES), a national school reform organization with over twenty years of experience in school reform. The majority of long-standing, exemplary small high schools in the country were created through the Coalition, including Urban Academy in New York City and Fenway High School, one of the first Pilot schools in Boston. Both schools, along with eighteen other successful small high schools, are a part of the CES Small Schools network which played a critical role in supporting the creation of ARISE High School. These experienced schools will offer key design and instructional support, with all members of the team receiving "mentoring" from a wide array of powerful small schools educators. In addition to the human and technical support from this network, ARISE High School received a start-up grant from the Coalition of Essential Schools to be one of the schools that CES created with funding provided by the Bill & Melinda Gates Foundation.

Oakland Community Organizations (OCO)

Family partnership is a key component of the ARISE philosophy. The design team was largely influenced by the OCO, and the school will maintain a relationship with the OCO as it continues to develop. The OCO provides students with leadership development and community service opportunities and facilitates parent and family involvement in community improvement initiatives.

Unity Council

The CEO for Youth Program provides college and career workshops and application assistance. The Americorp program provides internship opportunities and scholarship assistance for college. The Latino Male Initiative is a program in development through the California Endowment to increase the success of Latino males while decreasing their involvement in gang related activities.

Seneca Center

Through their All In! project, the Seneca Center partners with ARISE's *Adelante* program to help support students and their families through academic, behavioral, and socio-emotional challenges. Using the *Response to Intervention* framework, Seneca provides at least one academic intervention teacher and one counselor to work within ARISE's *Adelante* program.

Colleges and Universities

Admissions representatives provide college presentations, assistance in the application process, advocacy in the admission decision process, student and staff fly-in programs for campus visits, and college fairs.

Summer Search

Provides national and international travel for service opportunities and study abroad. Students receive leadership and skill development, college application assistance, mentorship, and community collaborations. Summer programs include academic and personal challenge experiences.

Students Rising Above

Provides college application and scholarship assistance, leadership development and mentoring.

East Bay College Fund

Provides scholarship assistance, leadership development and mentoring through college.

Inner City Outings

Provides staff and equipment for outdoor urban adventures. Knowledgeable staff and volunteers support science program, guiding environmental tours and lectures. Sierra club mentors provide outdoor education instruction.

Youth Roots

Provides opportunities for community empowerment and personal development through written and spoken word expression and activism. Multimedia resources are used to engage youth and communicate their messages.

Ever Forward, Inc.

Provides opportunities for personal growth and peer development. College guidance, career exploration and mentorship are provided. Community empowerment and self-sufficiency are ongoing initiatives.

Homies Empowerment

Supports students in their personal development through positive engagement with peers and leaders in the community. Self-responsibility, education and community empowerment are the focus of engagement with students.

Youth Speaks

Provides writing workshops and spoken word presentation opportunities through local and regional poetry slams.

EBAYS

Provides instruction and field experience investigating environmental sciences. Students participate in research and presentation of findings. Programming sponsored by University of California, Berkeley.

Youth Law Academy

Provides exposure to professionals and skill development in the legal field. Students participate in mock trials, shadow legal professionals and visit law programs at local colleges and universities. Students receive mentoring and assistance in the college application process.

McCullum Youth Court

Provides exposure to professionals and skill development in the legal field. Students participate in mock trials, shadow legal professionals and visit law programs at local colleges and universities. Students receive mentoring and assistance in the college application process.

Cycles of Change

Organization provides access to bicycles and safety instruction. Internships provide instruction in bike repair and customer service. Guided tours of Bay Area trails are sponsored.

School Policies and Procedures

Student Discipline

Our approach at ARISE High School is to create a supportive environment where structures are in place to proactively support students to do and act their best. *Adelante* and our highly personalized program should allow for us to troubleshoot issues before they result in any disciplinary incidents and provide students necessary social/emotional support. ARISE will also introduce a new Youth Council ("Youth *Adelante* Council") beginning in the 2011-2012 school year that empowers students to take responsibility for their community through the principles of restorative justice.

At the classroom level, ARISE coaches teachers towards cultivating "classroom cohesion". Classroom cohesion is a departure from the concept of class management. Teachers should not be spending a lot of time regularly "managing" their class community. Class cohesion works to intentionally develop the norms, systems, procedures, conditions, and culture of all members in the classroom. Most incidents/conflicts that occur within the classroom should be handled there. Teachers receive professional development in conflict mediation, advising/mentoring, and restorative justice principles in order to support students through conflict and other socio-emotional needs. Serious incidents/conflicts may need additional mediation and intervention by a Co-Principal, *Adelante* Coordinator, School Counselor, and/or Advisor. In that event, a teacher may need to immediately send a student to the office or call for someone to pick up a particular student(s). The "Mediation Referral Form" is one tool to activate that process.

The following incidents may warrant the use of the Mediation Referral:

- Act or threat of physical violence
- Violent verbal interaction
- Use of hate speech
- Sexual harassment
- Clear suspicion of substance abuse
- Intentional destruction and/or defacement of school property

Once a student enters the Mediation Referral process, ARISE High School will both follow restorative justice principles as well as adhere to well-defined regulations of suspension and expulsion based on equality and the right to due process.

For more details, see the ARISE Discipline Policy.

For all disciplinary issues, possible consequences may include, but are not limited to, the following:

- a call home
- community service
- public apology
- formal, written apology
- discussion of recurring issues at community meetings
- conflict mediation
- referral to the principal
- loss of off campus lunch privileges
- Suspension
- Expulsion

Absences and Tardies

Being on time and present is a revolutionary duty. Unnecessary absence from school is not only disruptive to the continuity of a student's education, but also a student's absence may be disruptive to the continuity of the dynamics of the classroom. Except for reasons of illness or emergency, please make every effort to make your punctual attendance at school a priority.

Parents must notify the school office by 8:30 AM if their child will not be in attendance for any reason. If your child has an unexcused absence the school will contact you. Routine medical appointments should be made after school hours in order that students do not fall behind in their work. If this is not possible parents must notify the school office in advance of any appointments that cause a student to miss school.

Excused absences include but are not limited to illness, family matters, and religious holidays. Students should bring a note from their parents to their advisor when returning from an excused absence.

Students with a pattern of absences and/or tardies will be reviewed at the Adelante COS (Coordination of Services) meeting where intervention measures will be determined.

Except for reasons of illness or emergency, all students must be punctual for school. **Please make every effort to arrive at school on time. It is disruptive to other students, the program, and the student for him/her to arrive late.** Students should arrive no later than five minutes before school begins. Attendance is taken promptly. Excessive tardies will result in the student's parents being contacted by the Advisor and ultimately by an administrator. Tardies also will be reflected on the student's permanent record.

Any student arriving to school after 8:45 AM is considered late. Students arriving after 8:45 AM must check in at the front desk to sign in. Excessive tardies will result in disciplinary action.

Electronics (i.e. Cell Phones, music players, etc)

Electronic devices include, but are not limited to cell phones, music players, video games. Turn electronics OFF & put them away before entering any class. Use electronics in class ONLY with permission from the teacher. Keep electronics off and put away while in the hallway when classes are in session. Electronics in the hallway are OK for usage before school, during lunch, and afterschool (4:30 pm). Music players must ONLY use earphones. Failure to follow any of the above requirements may cause you to lose your electronic device for the remainder of the day. Not handing over your electronic device to a teacher when asked may require your parents to have to come to school to speak with your teacher/advisor and a co-Principal.

Appropriate Use of Technology

To use technology at ARISE High School, all students and their parents are required to sign a consent and waiver form that outlines ARISE High School's acceptable use of computer resources.

Computer Use

Using computer resources is a privilege, not a right, offered each academic year to students, and can be taken away at the discretion of the school administrators. Computers are provided for students to conduct research, do school work and to communicate with other students and faculty. Access to computers is given to students who agree to act in a considerate and responsible manner. Parental permission is required.

Internet Access

ARISE High School believes that the benefits to students and educators from access to the Internet in the form of information resources and opportunities for collaboration far exceed any disadvantages of access. But ultimately, parent(s) or guardian(s) of minors are responsible for setting and conveying the standards that their children should follow. In order to use technology resources, every ARISE High School student must read the acceptable use policy with his/her parents, agree to its terms, and obtain parental permission.

Acceptable Use

Access entails *responsibility*. Students who receive password-protected accounts are fully responsible for all activity in school or by remote access that occurs on their account, whether or not the account holder committed the action. Students must use only their own account and should not give their passwords to others or allow others to use their accounts. All the rules of conduct described in the ARISE High School Student and Parent Handbook apply to the use of technology resources at ARISE High School. Users are responsible for reporting problems, abuses and misuses of technology resources. Students who use their own personal computers at school are also required to follow these policies.

All activity deemed unacceptable, inappropriate or illegal by the school administrators and supervising staff is prohibited, including, but not limited to, the following:

- Intentionally downloading, displaying or sending pornographic, racist, or otherwise offensive material
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- File sharing and violating copyright laws
- Using others' passwords
- Reviewing others' files without permission
- Modifying others' files
- Reviewing, modifying or displaying information from the files of administrative systems at ARISE High School, ARISE High School's website/intranet or at other organizations
- Intentionally wasting limited resources including but not limited to downloading inappropriate files
- Employing the network for commercial purposes
- Game playing and game site viewing

- Filling out surveys, purchasing items, joining or applying for anything
- Entering/participating in chat rooms or bulletin boards.

Student computer files are not private. ARISE staff have the right to view and/or modify any information stored on the computer resources by the account holders with or without prior notice. Information stored, including e mail communications, which contain unacceptable, inappropriate, or illegal content, may be used in disciplinary proceedings with students.

Student account holders are expected to not use excessive amounts of computer resources, including but not limited to, network bandwidth, storage space and printing supplies. Students are responsible for bringing any questions about the acceptable use of technology resources to their teachers or supervising staff.

Violations of the ARISE High School Acceptable Use Policy may result in a range of sanctions, including but not limited to loss of access, suspension and possible expulsion.

Health and Safety

ARISE High School complies with all applicable provisions of Education Code § 44237, including the requirement that as a condition of employment each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. A designated school official will assess the results of each teacher's Live Scan test and determine if the teacher can appropriately teach at the school.

Records of students' immunizations are maintained to the extent required for enrollment in non-charter public schools. Students who do not have a full regime of immunizations will be required to get them before starting school. All staff must provide evidence that they are free from tuberculosis. A Mantoux TB is required of all employees who do not have a record of having been tested within the previous four years. The School Director of Operations is responsible for maintaining compliance with § 44237 and all applicable health and safety laws.

ARISE High School provides for the screening of pupils' vision and hearing and screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

ARISE High School has adopted and implemented a comprehensive set of health, safety, and risk management policies in consultation with the school's insurance carriers before the school opens. Please see the emergency plan for more information.

ARISE High School maintains all insurance, liability, and compensatory coverages and complies with other regulations, such as fire and safety codes, as required by the federal, state, and city laws.

Community Agreements

Student Agreements

As an ARISE student, I will do my best to:

- Practice clear communication
- Work together with other members of the ARISE community
- Respect people and property
- Demonstrate leadership
- Listen to everyone's opinion with respect
- Actively participate in the ARISE experience
- Be positive
- Be strong and not give up
- Positively encourage others
- Take ownership and responsibility for myself, my learning and my actions
- Commit to doing my best in all aspects of school
- Uphold the vision of ARISE
- Be accountable to the ARISE community for following these agreements

Student Name _____

Student Signature _____

Parent Signature _____

Parent Agreements/ Acuerdos de los Padres

As a parent at ARISE High School, I agree to do the following to support my child and the school:

1. Support my child's learning by asking questions about school, checking homework, reading at home, creating quiet space and time for my child to study.
2. Keep my child in school and avoiding scheduling vacations during school days.
3. Attend at least two of the three annual Exhibitions of student work.
4. Attend at least two parent/student/advisor conferences a year.
5. Attend one College Information event each year to educate myself and my child about his/her post-secondary options.
6. Shadow my child at school, going to all classes, if my child is on probation at ARISE (for falling behind in course credits or not meeting standards on report cards; for being truant; or for having behavioral issues.)
7. Plan and host a celebration for my child and others who are on the school's honor roll.
8. Serve on the LOC, Leadership Team or Board (1 year commitment once a month) or volunteer at a minimum of three events at the school during the year.
9. Do everything that I can to support my child and others' high achievement at ARISE High School

Como padre de ARISE High School, estoy en acuerdo sobre ayudar mi hijo/a y la escuela:

1. Apoyar el aprendizaje de mi hijo/a al hacer preguntas acerca de la escuela, revisar los deberes, leer en casa, crear un espacio tranquilo y tiempo para que mi hijo/a estudie.
2. Mantener a mi hijo/a en la escuela y evitar las vacaciones durante los días escolares.
3. Asistir a por lo menos dos de las tres Exposiciones de trabajo estudiantil que se llevarán a cabo durante el año escolar.
4. Asistir a por lo menos dos conferencias sobre mi hijo/a programadas por su consejer/a (advisor) durante el año escolar.
5. Asistir a un evento de "College Information" para educarme a mí hijo/a sobre sus opciones académicas después de graduarse de la escuela secundaria.
6. Acompañar a mi hijo/a en todas sus clases si está en un período de prueba (por un problema de créditos o por problemas de comportamiento).
7. Planear y ser anfitrión para una fiesta que celebre a mi hijo/a y otros que saquen un GPA de 3.0 or más.
8. Servir en el LOC o Board (comprise durante 1 año una vez por mes) o ofrecer mis servicios como voluntario/a en tres eventos de la escuela durante el año escolar.
9. ¡Hacer todo lo que pueda para apoyar el éxito académico de mi hijo/a y otros estudiantes de ARISE High School!

I, _____, commit to the above agreements as a parent/family member of ARISE High School.

Yo, _____, estoy de acuerdo con este contrato como padre/miembro de familia de ARISE High School

Staff Agreements

- We are committed to working for the best interest of our students. Maximizing student potential drives the school program and decisions. Every adult is directly involved and personally invested in student learning and achievement through mentoring, advising, and counseling in both personal and academic areas.
- We commit to being compassionate and empathetic, including service and other community values as fundamental components of how and what we teach. This commitment is primary to how students and staff members interact among themselves and with each other.
- We strive to be creative and flexible and constantly consider alternative ways of doing things. We commit to being solution-minded, positive, and proactive. We value and encourage one another to take initiative.
- School staff will spend time with students outside of the classroom and beyond the confines of the school. We are interested in our students' lives as multi-dimensional individuals. The adults facilitate advisories and serve as advocates and mentors to students.
- We commit to maintaining open, accessible, and ongoing communication with our students' families about various issues and concerns, in addition to student progress.
- We agree to respect and hear all voices, including those of dissent, from staff, students and parents. Parents/guardians and families will be involved in all aspects of our school. Need to add a statement here or elsewhere in this section re. how the school consults on a regular basis with parents and teachers regarding the schools's educational program. Students will play a major leadership role as well.
- We are committed to the concepts of collective authority and decision-making, consensus-building on important decisions, and delegating responsibility to every staff member for different operations in the daily life of the school.
- We commit to project and community-based teaching and learning as well as authentic, alternative and portfolio-based assessments. We will teach so that our students will do well on standardized tests, attend school regularly, graduate, attend college, contribute to the larger society, and achieve excellence in their work and everything they do!
- We commit to ongoing professional development, reflection and evaluation, both as a collective and as individuals. We agree to meet and plan on a weekly and sometimes daily basis, to set professional development goals and observe, coach and evaluate each other. We agree to attend three staff retreats each year for the purpose of reflecting and improving our work together for the end result of increasing our students' achievement We commit to the motto that "Everyone has something to learn!"
- We agree to take responsibility for the achievement of our students.

COMPLAINTS FROM PARENTS, STUDENTS OR COMMUNITY MEMBERS

While parents and students are encouraged to take their concerns or complaints to staff persons most directly involved, they will, at times, feel too uncomfortable to do so. Often parents and students might feel more comfortable sharing their concerns with another staff person. In such cases the staff member receiving the complaint should take the following steps:

1. Determine, if appropriate under the circumstances, whether the complaint may be resolved informally through discussion. Staff members receiving complaints initially should listen objectively, attentively and actively to the parent or student. The staff member may wish to ask supportive questions to help clarify the nature of the concern. Neither agreement nor disagreement with the complainant should be expressed, but rather those staff members receiving complaints should remain neutral.
2. Once the complainant has been able to express his or her concern, if appropriate under the circumstances ask if the complainant would be willing to speak directly to the staff person. If this is out of the complainant's comfort zone, ask if he or she would like the assistance of the School Director to help in voicing the concern and exploring possible solutions.
3. If the complainant desires assistance, help the person schedule time with the Executive Director.
4. Alert appropriate administrators and the other staff of the concern and of your action with regard to seeking resolution.
5. Follow up to make sure action was taken to resolve the problem.
6. If the problem cannot be informally resolved direct the complainant to file a written complaint with the Executive Director or designee.

School Governance

ARISE High School is a separate non-profit entity with its own Board of Directors, made up of various stakeholders including community members, representatives from our partner organizations, staff, students and parents. The Board of Directors supervises the school's Executive Director, who supervises the Co-Principals and the Director of Operations. The rest of the staff reports to the Co-Principals.

Separate student, staff, and parent councils are all represented on the Board and help inform the Board's decisions.

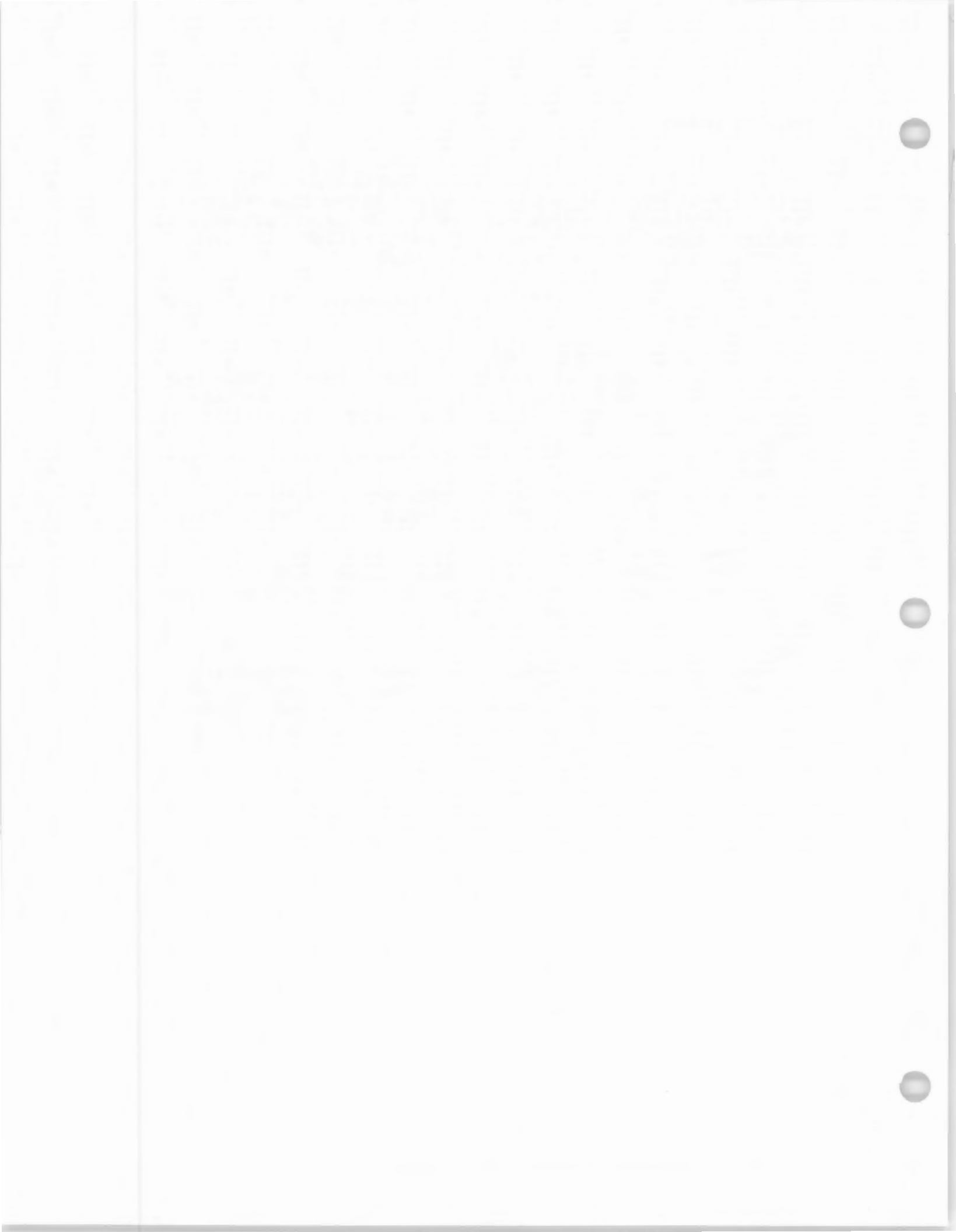
Parent Group/Local Organizing Committee

ARISE High School is served by a Parent Local Organizing Committee (LOC) consisting of and led by parents of currently enrolled students at the school. The LOC also recommends parent nominees to serve as the parent delegate to the Board of Directors. Additional roles of this LOC include:

- Outreach to parents and families of potential incoming students (at middle schools and local community organizations);
- Working to ensure balanced and inclusive participation from all families;
- Working with staff to organize school open houses for new potential students and families;
- Fundraising for the school;
- Establishing effective methods of communicating input from parents to school administration, teaching staff and Board of Directors; and identifying other ways for effective parent involvement with the school

Student Council

The student body elects one representative per advisory to serve on a student council. The student council is responsible for running community meetings and organizing student activities. The student council in turn elects one of its members to serve on the Board of Directors in a non-voting capacity. The representative brings the student perspective to school decisions.





ARISE High School

Authenticity, Rigor, Inspiration, Success, Empowerment

Arise High School Board of Directors Revised July 2011

Romeo Garcia
Co-Founder & Director of College Guidance
and Community Partnerships
ARISE High School
3301 E-12th Street Suite 205
Oakland, CA 94601
510-436-5487
romeo@arisehighschool.org
Term Expires October 2013

Miya Hayes
Assistant Director
School/University Partnerships
Center for Educational Partnerships
University of California at Berkeley
2150 Kittredge St. #4C
Berkeley, CA 94720-1060
510-851-1834
miyahay@berkeley.edu
Term Expires October 2014

Tom Limon (Vice-Pres. & Secretary)
Public Market Manager
Unity Council
3301 E-12th Street
Oakland, CA 94601
510-333-2846
tomlimon@yahoo.com
Term Expires October 2013

Brian McMillan (President)
Teacher
Teach for America, Bay Area
220 Fourth Street, 7th Floor
San Francisco, CA 94103
(219) 628-0163
brimcmillan@gmail.com
Term Expires April 2013

Glen Roth
Google, Inc.
2201 Pacific Ave #503
San Francisco, CA 94115
glen.roth@gmail.com
Term Expires April 2013

Kawai Lai
Education Pioneers
302 Portola Rd.
Portola Valley, CA 94028
469-441-2288
kawai_lai@mba.berkeley.edu
Term Expires April 2013

Vincent Owens
Parent Representative
6301 Monadnock Way
Oakland, CA 94605
510-827-9039
Term Expires October 2012

Mid-Term Site Visit Report

ARISE High School

5/17/2010

Report by Hollis M. Pierce

Hollis M. Pierce, Ed.D.

Content of the Report

Part 1: The School Context

Background information about the school

Part 2: Overview

Is the school an academic success?

What the school does well

What the school needs to improve

Part 3: Main findings

Part 1 The School Context

Information about the school

ARISE High School (Authenticity, Rigor, Inspiration, Success, Empowerment)

Arise High School is a charter school resulting from a unique partnership between the Mills College School of Education, the Mills College TRIO Programs (Educational Talent Search), Oakland Community Organizations and the Coalition of Essential Schools.

The school is located in Fruitvale, a densely populated neighborhood in Oakland that comprises approximately 4.5 percent of the city's total land, housing 12 percent of Oakland's population. Fruitvale has the most racially, ethnically and culturally diverse neighborhoods in Oakland, yet 49 percent of the households in Fruitvale earned an income of less than \$30,000 annually. A large percentage of the Latino and Asian populations are recent immigrants.

There are currently 193 enrolled students, with the first graduating class of 19. The enrollment totals fall 32 short of the school's original goal of 220 students in grades 9-12. Of the current students, 165 are Hispanic, 14 are African-American, and 14 identify as 'Other.' The average daily attendance for OUSD and non-OUSD residents is 94.1 for the 2009-2010 academic year. Eighty-five percent of the students are English Language Learners (ELL) and 5 percent special education (SPED).

ARISE focuses on preparing students from low-income families to be the first to matriculate to college. Of the 19 graduating seniors, all were accepted into 4-year colleges. Students are challenged by socially relevant work that has real-life implications and appear to have the support of the entire community. Student work is project-based, and through the guiding principles of *The 7 Habits of Mind & Heart*, students are held accountable for collaboration, perseverance, exploration/innovation, leadership, convention, perspectives and connections.

Part 2: Overview

Is the school an academic success?

ARISE High School is a mission-driven school that engages students in a supportive learning community that includes student involvement beyond the classroom and offers a safe environment where learning is an integral part of the school culture. Students' pursuit of higher education and active leadership roles can be seen throughout the school community. Families are supportive of their children's learning, and many selected the small school atmosphere because of the dedication to higher expectations for student success.

ARISE's first graduating class of 19 students were all accepted into four-year colleges and universities. The school's API score is 507 and for 2009 met the API Growth Target. This reflects both the school-wide and subgroup targets. The CAHSEE results for 2010 were released the week of the visit. The raw data indicated that, of the 79 students who took the CAHSEE, 29 passed the Math and 23 passed the English Language Arts section. While there was an increase in students passing the Math section, the scores overall are still low and of concern. In 2009, the CAHSEE results reflected a passage rate of 54% for English Language Arts and 42% for Math. The CST results percentages of students who were proficient in 2009 were as follows:

| CST Subject | 9 th grade ELA | 9 th grade Algebra | 10 th grade Science | 10 th grade ELA | 10 th grade Geometry | 11 th grade US History | 11 th grade ELA |
|---------------------------|---------------------------|-------------------------------|--------------------------------|----------------------------|---------------------------------|-----------------------------------|----------------------------|
| Percent Proficient | 13% | 5% | 4% | 9% | 2% | 3% | 23% |

The female students across the board outperformed the male students.

What the school does well

- ARISE High School has an impact on students around embracing a vision of leadership and taking responsibility for their well-being as they prepare for college and careers that allow for self-reliance. The school leaders are devoted to the success and well-being of the students and the greater community. The school leaders' personal attention to detail, especially the '*by any means necessary*' attitudes regarding gaining college acceptance, is a strength of the school. Authentic assessments measure student ability upon entrance to AHS and teach students to create a portfolio of work that is representative of their developmental progress. The curriculum is purposeful; there is a connectedness among the stakeholders that allows all to learn from the others' points of view. The school is a place that is responsive, nurturing and inclusive; there is a rich network of collaborative decision-making and team building. There are emerging leaders within the student body, the faculty, and among members of the parent community.
- The school facility is well resourced with spacious classrooms, access to technology, library services and faculty and support staff, which serve as a foundation to promoting learning. The board and community partners are committed to the success and sustainability of the school and leverage influence to support students in their pursuit of personal excellence. The board has funded international travel which encourages students to learn about other cultures and people and to expand their horizons.
- The culture of the school promotes a sense of ownership by the students, faculty, parents, community partners, board and the greater community around college readiness. There is an emerging intrinsic motivation among the students to hold themselves as well as their peers accountable for graduating, meeting the requirements to gain acceptance to institutions of higher learning and matriculating to college. For emerging student scholars in need of additional support, the mentoring and peer support provide resources other than faculty members and administrators to support those efforts. Students requiring additional help can receive assistance on Saturdays.

- Project-based learning encourages students to broaden their awareness of the world around them and serve the students well to recognize how world issues affect them. There are service learning opportunities that allow students to give back to their community and serve as role models for others.
- The mission of the school is emphasized through the *7 Habits of Mind and Heart*, which articulate the core values of the school and are integrated throughout the curriculum and daily practice of the school leadership, faculty and student body.

What the school needs to improve

- The school lacks coherent systems of benchmarks aligned to standards and measurable learning objectives. Currently, consistent alignment of the *7 Habits of Mind and Heart* with the grading to ensure consistent application by faculty members is an area in need of development.
- A school-wide plan to identify and address specific areas of weakness in the teaching of reading, literacy and numeracy, and create a time-limited strategy for raising achievement is absent.
- Proficiency around the use of data targeted to meet identified whole school and individual teacher needs to support achieving goals for improvement is inconsistent.
- Proficiency on the use of available data to identify and address differences in achievement between cohorts and groups of students, such as between grades or genders, is unevenly applied.
- The school-wide adoption of gathering and using 'informal' data such as running records and conferencing notes to record individual student progress over time is lacking.
- The school lacks consistent practice around lessons beginning with clearly stated objectives and reinforcements of what has been learned (checking for understanding).
- The school struggles with ensuring that instruction is paced and offers academic challenge so that all students, including the higher achievers, are fully engaged and maximizing potential.
- The school lacks consistent use of a variety of learning modalities to promote higher order thinking skills and learning for all students to experience and demonstrate success.

Part 3: Main findings

Criterion 1: Improving Student Achievement

This aspect of the school is underdeveloped.

ARISE has high expectations for students. The school's college prep priorities are focused within the project-based curriculum that encourages experiential learning and highlights service and social justice. Parents are expected to participate in conferences where students showcase their work and progress in the form of portfolios. Parental support is a clearly communicated expectation, and every effort is made to inform parents about grades and students needs of support. The vision of student achievement is shared among the stakeholders, and the evaluation of student achievement is an area where consistent monitoring will ensure progress for all students.

- By using classroom-based assessments and benchmarking, robust measures of students' academic cognitive and meta-cognitive skills, especially around literacy will be improved. The selection of Data Director and the creation of the role of Director of Teaching, Learning and Assessment will allow for professional development of the staff, focus on rigor and literacy and opportunity for classroom observation, feedback and peer support around instructional practice.
- The low passage rates in ELA and Math on the CAHSEE is an area which needs improvement.
- Evidence of rigorous instruction varied from class to class. While struggling students receive support, the general student population could benefit from opportunities to broaden their learning. Peer support is evident and a collaborative team approach to project-based learning is in place. A focus on higher order thinking skills is an area in need of improvement.
- Given the high ELL population, focus on scaffolding is needed to increase student performance. Setting expectations for students and the use of pacing guides, along with diverse teaching strategies that reflect the academic and social development needs of these students, will result in improved performance.

Criterion 2: Strong Leadership

This aspect of the school is proficient.

ARISE's leadership communicates a very clear vision and mission of the school and leads by example. Stakeholders are involved in the school and engaged in the process to improve the school. The focus on empowering student leaders, encouraging faculty to develop professionally and support for students both in and out of school are evident.

- A strong school culture of collaboration exists. As teachers increase instructional strategies that focus on feedback and mastery of skills, individual students' needs can be met, thus producing engaged learners. Maximizing use of time for instruction will allow for reflective practice. Adoption of a school-wide plan for

evaluation of data will allow for a distributed leadership model where improved teaching and learning can occur throughout the school.

- The leadership and classroom are focused on professional support to help teachers address the identified priorities of the school.
- The leadership and classroom teachers are well supported in resources and professional development. The school leadership also recognizes the need to stabilize the faculty in efforts to focus on school-wide academic performance.
- The board is deeply committed to the success of the school as well as the greater community, including parents and community partners. The school provides effective support to parents to enable them to better support their children's education at home and school.

Criterion 3: Focus on Continuous Improvement

This aspect of the school is underdeveloped.

ARISE shares a common vision around continuous improvement among its stakeholders. By creating shared time for faculty to share individual and collective practice and convening regularly for learning, decision-making, problem-solving through inquiry, practice and peer reflection, student achievement can begin to take shape in meaningful ways. The creation of the Director of Teaching, Learning and Assessment position and professional development on using Data Director will assist in these efforts. By engaging in a school-wide improvement plan the entire community can support on-going improvement of teaching and learning.

- Data Director will allow for the lowest achieving students to have access to effective, additional support after school.
- Development of differentiated learning to meet the needs of all students is needed.
- Development of the use of technology as a means of individualized teaching and learning and assessment is needed.

Criteria 1: Improving Student Achievement

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

| | <i>The criteria for making judgments on the quality of Improving Student Achievement</i> | <i>Rating</i> | <i>Examples</i> |
|-----|---|---------------|---|
| 1.1 | Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, and state and federal standards. | 3 | 19 out of 19 seniors were accepted into 4-year colleges. Met AYP growth target. Passing scores of 10 th graders on CAHSEE are low. Evident push to get seniors ready for A-G requirements. |
| 1.2 | Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended | 3 | |
| 1.3 | Demonstrates high expectations for student achievement | 3 | CAHSEE scores: 29 out of 79 students passed in Math (.36) and 23 out of 79 passed ELA (.29). |
| 1.4 | Provides a challenging and coherent curriculum for each individual student | 4 | High ELL population. Growth based on where students entered in 9 th grade. Remediation and scaffolding is needed along with data driven instruction. |
| 1.5 | Implements and directs learning experiences (consistent with the school's | 4 | Project-based learning is based on enduring understandings, and the 7 Habits of Heart and Mind are integrated into the curriculum. Inconsistent |

| | <i>The criteria for making judgments on the quality of Improving Student Achievement</i> | <i>Rating</i> | <i>Examples</i> |
|-------------|---|---------------|---|
| | purpose and charter) that actively engage students | | learning experiences, but they are engaging for even low literacy students. |
| 1.6 | Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement | 5 | Facilities receive maximum use. Good integration of technology into curriculum for some subjects. Research/project based instruction is strong. Time for faculty to have common planning time is needed to address data driven instruction, school-wide. Resources are needed to free teachers from enrichment. |
| 1.7 | Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism | 5 | Strong relationships between faculty and students. |
| 1.8 | Productively engages parental and community involvement as a part of the school's student support system | 4 | Parents are expected to participate and are involved in the parent-teacher conferences in which students showcase their portfolios. Parents are aware of student progress. |
| 1.9 | Shares its vision among the school community and demonstrates its mission in daily action and practice | 4 | The entire school is clear on the vision around getting to college and the 'holistic' approach and support needed for these students. |
| 1.10 | Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process | 4 | Bridges project (10 th grade) clearly articulates learning objectives. The larger goal of graduation requirements and A-G requirements are clear, but strategies for individual student achievement could be stronger. (Example: boys are behind girls in overall achievement) |

Criteria 2: Strong Leadership

The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

| | <i>The criteria for judging the quality of Strong Leadership</i> | <i>Rating</i> | <i>Examples</i> |
|-----|---|--|---|
| 2.1 | Effectively communicates and engages stakeholders in the vision mission of the school | 4 | Laura Flaxman is the instructional leader and Romeo Garcia is the leader of school culture/discipline. The community meetings with both faculty and students reinforce the communication around vision and mission. |
| 2.2 | Consistently puts into practice the educational program outlined in its charter. | 5 | Respect for the mission is demonstrated and modeled by the Co-Principals, the students and the faculty. There is evidence of the 7 Habits of Heart and Mind. |
| 2.3 | Generates and sustains a school culture conducive to staff professional growth | 4 | Teacher-led (and informed) professional development used. While faculty is empowered to seek individual development, a school-wide plan of addressing achievement and shared practice could be enhanced by allowing for common planning time. |
| 2.4 | Actively monitors and evaluates the success of the school's program | 3 | Kate Sugarman will be trained in ZOOM over the summer 2010, and her development of data use and release from classroom teaching duties will allow for more classroom observations and strategies for applying benchmarks and tracking skills against assessments. |
| 2.5 | Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer | <i>Did not gather data to speak to this criteria.</i> | |

| | <i>The criteria for judging the quality of Strong Leadership</i> | <i>Rating</i> | <i>Examples</i> |
|------|---|--|---|
| | | | |
| 2.6 | Treats all individuals with fairness, dignity and respect | 4 | Evidence of respect among faculty and between leadership and staff, yet respect among students is inconsistent from class to class. |
| 2.7 | Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate | Did not have sufficient data during visit to address this criterion. | |
| 2.8 | Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success | 4 | Evidence of authority with the Co-Principals; emerging leadership roles among faculty members. |
| 2.9 | Abstains from any decision involving a potential or actual conflict of interests | Did not have sufficient data during visit to address this criterion. | |
| 2.10 | Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter | 4 | |
| 2.11 | Engages community involvement in the school | 4 | Evidence of community involvement in relation to providing resources, yet board and community partners' focus on student achievement is underdeveloped. |

Criteria 3: A Focus on Continuous Improvement

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program.

The school regularly assesses and evaluates student learning based on stated goals.

| | <i>The criteria for judging the quality of the Continuous Focus on Improvement</i> | <i>Rating</i> | <i>Examples</i> |
|-----|---|---------------|--|
| 3.1 | Uses information sources, data collection and data analysis strategies for self-examination and improvement | 3 | Inconsistent use of formative and summative test data to identify deficient skills and aligning with state standards is evident (e.g. struggling subgroups; males included). Use of data to drive instruction, scaffolding of skills and creating a school-wide mandate to analyze data and address literacy and numeracy across the curriculum is needed. Professional development and tools to perform data analysis at each grade level are needed. |
| 3.2 | Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction | 3 | Inconsistent use of benchmarks to monitor student progress. The project-based learning approach and emphasis on student portfolio places responsibility on the student to acquire a large body of knowledge, and select work that represents academic achievement, yet difficult to demonstrate mastery of subject matter in relation to state standards. |
| 3.3 | Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter | 3 | High level goals such as A-G requirements are clear, but strategies for establishing appropriate grade level benchmarks and monitoring progress against those goals are unclear. Some evidence of differentiated instruction for high functioning students is available; emphasis is on low-achieving. Better Using data to inform skill deficits will assist in adjusting instruction to prepare all students. |
| 3.4 | Uses student assessment results to improve curriculum and instruction | 2 | Individual students are supported & know their strengths/areas for improvement. Tutoring & remediation is done during Saturday school & the extended day but there is insufficient use of assessment to inform improvement to teachers' planning, instruction and modification of their |

| | <i>The criteria for judging the quality of the Continuous Focus on Improvement</i> | <i>Rating</i> | <i>Examples</i> |
|-----|--|---------------|---|
| | | | instruction to meet the diverse academic needs of their students. |
| 3.5 | Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement | 3 | Evidence of individual faculty tracking student performance, (e.g. Science) but not school-wide practice. |

School Data as of (date) 5/18/10)

*2008-2009 data from SARC

| | | | | | |
|--|--|---|------------------|--|------------------|
| Name of school: ARISE High School | | Name of School Leader: Laura Flaxman Romeo Garcia | | | |
| School address: 3301 East 12 th Street, Suite 205. 94601-2940 | | Oakland, CA | | e-mail of School Leader: laura@arisehighschool.org romeo@arisehighschool.org | |
| School Phone number: (510) 436-5487 | | School Leader direct line: | | | |
| School website: www.arisehighschool.org | | Fax number: | | | |
| Name of district school located in: | | Authorizer: Oakland Unified School District | | | |
| Financial Information | | Year | | 2009-2010 | |
| Total Operational budget | | Per student Revenue | | | |
| Total Expenditure | | Expenditure per student | | *\$9815 | |
| Balance brought forward from previous year | | Balance carried forward to next year | | | |
| Student Information | | Ultimate design size | | To be achieved by | |
| Students on the school's roll | | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
| Number of students on the school roll | | | | | 193 |
| Number of full-time students known to be eligible for free/reduced lunch | | | | 76% | |
| Special educational needs | | | | | |
| Number of students with special educational needs | | | | 5% | |
| Number of students with English as a second language (who qualify for support) | | | | 85% | |
| Pupil mobility in the last school year | | | | Number of students | |
| Students who joined the school other than at the usual time of first admission | | | | | |
| Students who left the school other than at the usual time of leaving | | | | 12 | 6 |

| <i>Attendance</i> | | % Attendance | | |
|--------------------------------------|--------------------|--------------------------------------|--------------|-----------|
| School data | | | 94.1 | |
| Comparative data for district | | | | |
| <i>Ethnic background of students</i> | Number of students | <i>Suspensions –last school year</i> | Fixed period | Permanent |
| African-American | | African-American | | |
| Asian-American | | Asian-American | | |
| Hispanic | | Hispanic | | |
| Caucasian | | Caucasian | | |
| Other: | | Other: * Ethnicity data not given | | 6 |

| <i>Grade levels included in charter</i> | | <i>Student enrollment</i> | | | | |
|--|----------|---------------------------|-----------|-----------|-----------|-----------|
| Grade | Yes / No | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
| 9 | Y | | | | | 69 |
| 10 | Y | | | | | 63 |
| 11 | Y | | | | | 42 |
| 12 | Y | | | | | 19 |
| Qualified teachers | | | | | | |
| Total number of qualified teachers (FTE) | | | | | | 8 |
| Number of students per qualified teacher | | | | | | |
| Education support staff | | | | | | |
| Total number of education support staff | | | | | | 1 |
| Total aggregate hours worked per week | | | | | | |
| Deployment of teachers | | | | | | |
| Percentage of time teachers spend in contact with classes | | | | | | |
| Average class size | | | | | | |
| Recruitment of teachers | | | | | | |
| Number of teachers who left the school during the last two years | | | | | | |
| Number of teachers appointed to the school during the last two years | | | | | | |
| Total number of vacant teaching posts (FTE) | | | | | | |

| | |
|--|----|
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | |
| Review Data: | |
| Number of lessons observed, excluding short advisory sessions | 6 |
| Number of discussions with staff, governors, other adults and students | 10 |
| <i>In addition the team observed advisory sessions, out of school activities</i> | |

..... (Signed) (Dated)

ARISE High School

Implementing Their Theory of Action – An Analysis

August 2011

Executive Summary

urbanED solutions was contracted by ARISE High School in Spring 2010 to evaluate their effectiveness in implementing their theory of action. We supported the leadership team in clarifying their school's theory of action – the theory and research supporting the actions being taken by the school – and then over the course of 16 months evaluated the school's effectiveness in implementing their stated theory of action.

| When they arrive | Theory of Action | When they graduate |
|---|---|--|
| <ul style="list-style-type: none"> ❖ Many have not experienced success at school ❖ Many have not had rigorous learning expected of them | <ul style="list-style-type: none"> ❖ There are strong personal relationships developed between students and students and students and adults ❖ Students are responded to developmentally-appropriately – given chances, choices, opportunities to self-correct and make amends ❖ All students develop leadership skills and have opportunity to serve as leaders ❖ Students expect that they will go to college and develop discipline, awareness and skills to do so ❖ Students have sense of accountability to their community and to themselves ❖ Staff maintains high expectations and support students where other schools' staff would give up ❖ Staff creates a culture of caring that provides a safe haven and home to all students ❖ Students experience academic RIGOR with college preparatory standards ❖ Teachers exhibit a consistent approach to construction with school-wide key benchmarks and rubrics ❖ Students experience learning as a hands-on, inquiry-based exploration that is meaningful and relevant | <ul style="list-style-type: none"> ❖ Graduate with credit/skills for UC/CSU eligibility ❖ Have experienced and therefore have confidence in college-level classes ❖ Comfortable in multiple settings – able to code switch, be confident, and excel out of their comfort zone ❖ Have experienced and therefore comfortable in a “work” setting ❖ Present their knowledge about and comfort with their culture and background ❖ Prepare and make presentations for multiple audiences ❖ Leadership |

Our evaluation consisted of two primary tasks:

1. Collect evidence of the implementation of the theory of action
2. Evaluate the implementation and identify strengths and areas of growth

The ARISE Theory of Action

ARISE High School is located in the heart of the Fruitvale neighborhood in Oakland, California. The Fruitvale is a vibrant area with a large and dense immigrant population. Home of the original New Small Autonomous Schools movement, the Fruitvale has seen numerous new and small district and charter schools open over the last ten years. ARISE opened in the fall of 2007, the result of a unique partnership with the Mills College School of Education, the Mills College TRIO Programs, Oakland Community Organizations and the Coalition of Essential Schools. ARISE's focus is on preparing students from low-income families to be the first in their families to attend college.

85% of ARISE students qualify for free and reduced lunch, and more than $\frac{3}{4}$ of the students come to the school designated as English Language Learners. Many of the students come to ARISE with significant gaps in their academic skills and with few academic or career goals. In order to reach all of their students, ARISE has developed a strategic theory of action that outlines how they will ensure they achieve their goal of 100% of students being able to attend a four-year college.

First, ARISE firmly believes that students must experience high expectations and a rigorous and demanding academic program to ensure students can handle the workload at college. ARISE has an incredibly demanding set of high school graduation requirements that requires students not only achieve the A-G requirements but that they meet the A-G requirements with As and Bs. Students receiving a C or lower are required to re-take the course or re-do the work until they meet the expectation for a B. They are required to take a college class, complete an internship, participate in a cultural experience, present portfolios of learning at the end of sophomore and senior years, and demonstrate mastery on a set of proficiencies.

To build student capacity to persevere and struggle through all of this work, ARISE builds strong relationships with their students. ARISE fundamentally believes that a student must feel safe, supported, and cared for and that strong relationships must be developed between adults and students in order for students to learn. These relationships are then leveraged to encourage, coach, and sometimes push students to work harder and persevere. These relationships resemble those of coaching relationships where there is a balance of encouragement, capacity building, and accountability. ARISE creates college-like expectations and workload for their high schools students so that they can receive the coaching and support they need to become goal-oriented, self-disciplined and self-directed learners before the high stakes of college.

ARISE has also created an instructional program that bears many similarities to college, so students can experience a more seminar-type learning experience. Students are often required to present their learning and work, write numerous papers, manage long-term projects and assignments, and participate in discussions. Students in Junior and Senior Institute review their transcripts and select courses to practice and get coaching in the management of their own learning. There is an enormous focus on college beginning in sophomore year to ensure all students are messaged and supported in applying to and getting into college.

Collecting evidence of the implementation of the theory of action

The evaluation team collected evidence of implementation in the following ways:

- ❖ Classroom observations (4 random classrooms)
- ❖ Informal observations

- ❖ Interviews and observations of leadership (Administration)
- ❖ Observations of Advisory (3 random advisories)
- ❖ Review of parent, teacher, and student survey data
- ❖ Review of schoolwide documents, systems and practices
- ❖ Observation of Proficiencies and Bridge presentations
- ❖ Observation of student-led report card conferences
- ❖ Review of student products for Proficiencies and Bridge (4 random students)
- ❖ Review of student performance data

Evidence of implementation

Attached to this evaluation is a table that summarizes the evidence collected around the implementation of the Theory of Action. Below is a narrative summary of that table.

Strengths

ARISE High School has made a lot of growth over the past five years. One thing this team has observed in working with the ARISE leadership for little over a year is that they are very responsive to feedback and incredibly reflective practitioners. While this team was charged with analyzing ARISE's implementation of its theory of action, we drew some important conclusions that are relevant to gauging the strength of a school program and its leaders' abilities to implement it effectively.

Some very strong indicators for the school include:

- ❖ In the first year of the evaluation, urbanED solutions did several informal walkthroughs of classes where relatively ineffective instruction was taking place. In reviewing this data with the principal, she concurred that the school needed to make some hard decisions about staffing and develop a more robust human capital plan. They had already been strategizing about this when we presented our data. At the end of that year, the school released many teachers, including teachers who had helped found the school, and that summer, they brought in a stronger team of experienced educators. Our observation is that the quality of teaching, while still not where it needs to be, has improved dramatically over the course of the year. This is reflected in the recent API gains at the school.
- ❖ Another immediate observation when this team began its evaluation process was that the teaching staff was struggling to implement effective tier 1 interventions and while tier 2 interventions had been developed, they were overwhelmed by the lack of capacity to implement tier 1. Since then, ARISE has partnered with Seneca Center to develop a cutting-edge Response to Interventions program that other charters have adopted.
- ❖ The school has developed a much stronger tracking process for monitoring progress towards graduation, and the master schedule has been modified to ensure ALL students are aggressively on an A-G track beginning in the 9th grade. This new schedule allows for students to struggle in the early years and still have time to "make up" classes they need to re-take. In addition, spreading out the requirements over four years and having students start their non-academic requirements earlier has also enabled greater student success and a higher graduation rate every year.

- ❖ Since this team began evaluating ARISE, ARISE has been awarded a TIF grant to develop a comprehensive teacher development and support system that will become a model for the public school community. Systematizing teacher development and support and bringing in strong partners like the Reach Institute for School Leadership will enable ARISE to dramatically improve and align the quality of teaching.

With respect to the implementation of their theory of action, we observed that the following areas were overall strengths –

1. There are strong personal relationships developed between students and students and students and adults
2. Students are responded to developmentally-appropriately – given chances, choices, opportunities to self-correct and make amends
3. Staff creates a culture of caring that provides a safe haven and home to all students
4. All students develop leadership skills and have opportunity to serve as leaders
5. Students expect that they will go to college and develop discipline, awareness and skills to do so
6. Students have sense of accountability to their community and to themselves

Student and parent surveys generally communicate that students experience the school as a caring place where they have adult allies they can go to for support and assistance. Informal conversations with students and parents confirmed that most children feel there are adults they connect with who are their allies. All of them messaged that the administration/leadership cared deeply about them and that they were very available for students. Our informal observations of site leadership confirm this openness and availability. We observed students working with site leaders during the evenings, the weekends, and over the summer. Leaders had students' cell phone numbers and were regularly contacting them about college applications, SATs, and overdue work. There was a "tough love" observed that balanced support and accountability, a very developmentally-appropriate way to engage adolescents and teens. Much of the coaching for students centered around pushing students to make better decisions and messaging disappointment and encouragement when students struggled.

ARISE has numerous structures in place to build relationships, to give students choices and opportunities, to create accountability and to develop leadership. They implement a daily advisory program that supports relationship-building between adults and students and specifically coaches students to problem solve and build resiliency. We observed this implemented relatively consistently with similar lessons happening across the advisories. Collaboration and groupwork was observed in all classrooms, and students were generally very supportive of each other's academic work. The assessment system built around portfolios, proficiencies and BRIDGE presentations encourage a lot of dialogue, reflection, and coaching with their advisors and teachers. Student-led report card conferences also encourage constant dialogue and coaching with advisors and create important conversations with parents about academic progress and concerns that are driven by the students. These structures build leadership as students are required to lead and manage their learning and take responsibility for their growth or lack of growth. These systems build a strong sense of accountability to their families and to the staff, but most important, these structures require students become increasingly accountable to themselves.

Community meetings bring the entire community together, and important discussions take place at those meetings which are often led and facilitated by students. The Restorative Justice system where peers mediate peers also helps develop accountability to the community, to themselves and builds their capacity to manage conflict. There is a formal student leadership body, and students have the opportunity to present at conferences, participate in Board meetings, participate in teacher selection, and help develop strategic direction. We observed ARISE students and parents participating in their strategic planning sessions.

The ARISE graduation requirements not only prepare students for college with respect to ensuring A-G completion, but they also build some of the “soft” skills first generation college-goers need to develop in order to both access and complete college. The internship requirement pushes students outside of their communities and safe spaces to learn “job” skills – being managed, time management, professionalism, and communication skills. The cultural immersion requirement forces students to experience something completely new where they must learn the cultural norms of another community and experience being different from others and navigating difference. The requirement to take a college class pushes students to experience the rigor and format of a college course while still in high school. Many struggle, and we observed many coaching sessions where students who had stopped attending the classes or who had failed were being pushed to reflect on what happened and to try again.

The Junior and Senior Institutes provide a college-like experience and explicitly and implicitly begins building students’ comfort with the structure of college classes and the rigor of the assignments and their capacity to manage the workload and the requirements. The Institutes also explicitly teaches the college application process and supports students through the multi-step process. Students visit and get visited by dozens of colleges, and every student messages they are going to college by senior year.

The assessment system also develops college-readiness skills. Students are required to manage long-term inquiry projects where they must manage their time, the deliverables and the stages of a multi-step project. Almost all of these projects require expository writing, research, and presentation, building critical college skills. We observed a tremendous amount of writing in most of the Proficiency and Bridge binders. The assessment system also requires students do a lot of reflection and self-evaluation against the school’s Habits of Heart and Mind. This ongoing reflection requirement builds student capacity to be more reflective and self-conscious. They learn to manage their areas of growth, take responsibility for their growth, and to set goals.

Areas of Growth

With respect to the implementation of their theory of action, we observed that the following areas were areas where ARISE could make growth -

1. Staff maintains high expectations and support students where other schools’ staff would give up
2. Students experience academic RIGOR with college preparatory standards
3. Teachers exhibit a consistent approach to construction with school-wide key benchmarks and rubrics
4. Students experience learning as a hands-on, inquiry-based exploration that is meaningful and relevant

The evaluation team feels it is important to preface this section. We observed a few proficiencies, Bridge presentations, and student-led report cards and a few classrooms and Advisories. Our observations capture a moment of time when our observations took place. None of the areas referenced above are glaring weaknesses. In fact, in all of these areas, we observed strengths throughout the school program, but we also observed evidence of poor implementation. Our conclusion is that all five of the areas referenced are inconsistently implemented and therefore potential areas for growth.

Many of the school-wide systems build rigor, require consistency, push experiential learning, and push a culture of not giving up on children. We believe the systems are very strong and push greater alignment and implementation of the theory of action. Students experience the graduation requirements as incredibly rigorous and frustrating, and this system supports students as they struggle and fail. The expectation that every child will be accepted to a four-year college is very visible and present with the Junior and Senior classes. The proficiencies and Bridge requirements align much of the pedagogy and instruction across the school.

ARISE's challenge is where systems are either absent or not implemented as effectively. The culture of high expectations, rigor, and caring and the instructional pedagogy was variable across the classrooms and across the staff. We observed higher-order instruction in some classes but not in all. We observed rigorous standards-aligned inquiry-based instruction in some classes and in some portfolios but not in all. We saw many respectful interactions and observed some disrespectful interactions as well. That so many teachers in 2009-2010 questioned whether ARISE was preparing students to be truly ready for college is telling, as it is primarily the teachers who have to enable that readiness. We saw dramatic improvement in the quality of teaching from our first year to our second year, so ARISE has a much stronger human capital plan in place. However, we have yet to see evidence of a system that more effectively aligns the instruction and the classrooms and the expectations in those classrooms. The strengths we observed in the classrooms are evidence of strong teachers but not yet evidence of a strong instructional system. It is our understanding that much of that is being developed as part of the TIF grant in partnership with Lighthouse Community Charter School and Reach. The progress being made on this project was not available at the time of this evaluation.

Conclusion

Overall, ARISE presents as a very promising high school. In a neighborhood where high school options and outcomes remain quite low, ARISE has tremendous potential to offer a strong educational option for youth in the Fruitvale neighborhood of Oakland. ARISE's strengths are in the systems they have created to implement their theory of action. These systems create alignment of practice and expectation across the school. Where ARISE is not as strong yet is where their systems are in development. At this time, ARISE is in the process of developing systems and structures as part of the TIF proposal to create greater alignment across classrooms and to build teacher capacity. It is the belief of this team that the development and implementation of these systems will be critical to moving the school forward and improving the quality of instruction.

11 for 11: Oakland's ARISE H.S. prepares students to do more than get into college

Published on Tuesday, February 15, 2011

Last updated on 03:00PM, Thursday, March 10, 2011



ARISE High School students, photo by Hasain Rsheed, hasainrasheed.com

(Editor's note: Our continuing series that looks at Oakland Local's picks for people/organizations to watch in 2011. See all profiles in this series.)

"I never thought I would have a student-principal relationship like this."

The young man was one many who stood up during ARISE High School's recent community meeting to vocalize his appreciation for the school's outgoing co-principals.

"Thank you for believing in us even when we don't believe in ourselves," said one young lady. The tears, hugs and smiles suggested that for many, ARISE offers something beyond the traditional high school experience.

Located in the Fruitvale Transit Village, ARISE – which stands for Authenticity, Rigor, Inspiration, Success and Empowerment – is a charter school, founded in 2003, that serves 220 low-income students who will be the first in their families to attend college. Founded by Laura Flaxman, Romeo Garcia and Emma Paulino, the school boasts a number of accomplishments, including having 100 percent of the students in the school's first graduating class accepted to four-year colleges.

For the last few years, Flaxman and Garcia have served as co-principals and it was clear from student thank you's that the two – who are now the new executive director and director of College and Community Partnerships, respectively – had made a serious impact on the student body. From providing academic assistance to helping students reconcile with family members, the duo and their staff have created a space that caters to the whole student.

The vision for ARISE was to create a small school where every student, no matter his or her history, could attend and gain the academic, emotional and social skills necessary to go to and graduate from college. With input from families, middle school students (who now attend ARISE) and undergrads (who now teach at the school), the founders were able to design such a school.

How does ARISE work?

The school day runs from 9 a.m. to 5:15 p.m. Ninth and 10th grader complete many of the A-G requirements so they are California State University eligible, and by junior and senior year are taking classes off campus at one of the local community colleges. Available extracurriculars include student leadership, poetry workshops and athletics. SAT prep is built into school programming. Students participate in Senior Institute where they develop projects in five subject matters and present their work in order to prove their proficiency. And the list goes on.

"Everyone is focused on what we need to do to better serve this population," explained Candice Wicks, a newly hired English teacher who was impressed with the school's culture of commitment and the level of mutual respect between staff and students. Most times that focus means finding creative ways to engage students in curriculum even if it's by using Jay-Z's new book to spark discussion on poetry or reading "The Alchemist" and comparing portions of the book to Tupac lyrics.

It's about how you are, as well as what you do

While the school is heavy on the academics, it also pays particular attention to students' overall well-being. The high schoolers are broken down into smaller groups and attend "advisory" three days a week where they discuss college, do team-building exercises and engage in peer mentoring. Students also are required to participate in cultural immersion trips, which give them the opportunity to live away from home prior to going off to college.

"A lot of the kids who come from communities like ours could have the academic preparation, but still sort of give up because of all of the other stuff," Flaxman said.

"It's not enough for any school to say 'we're going to get you ready to go to college,'"

Arts and Education

Fruitvale

11 for 11, ARISE HS, charter schools, College Prep, Education, Small Schools



Story Features

ARISE: new high school, Fruitvale Transit Village

ARISE sends many kids to college. What's the secret?

Focus on college prep, the whole student, building learning skills.



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Garcia added. "That conversation starts from the beginning when they first get to ARISE because we're not here to help you get into college only, we're here to help you develop the skills and motivation to graduate."

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Alameda County Schools to Receive \$8.2 Million Teacher Incentive Fund Grant

September 23, 2010

For immediate Release

Contact: Nicole Y. Williams
(202) 225- 2661

Washington, D.C. ,Äi Congresswoman Barbara Lee (D-CA) announced today that the Reach Teacher Incentive Fund Consortium (Reach Consortium), a network of independent charter schools located in Alameda County, California will receive \$8.2 Million grant through the Teacher Incentive Fund (TIF). The Consortium is led by Arise High School, an independent charter school as well as the lead Local Education Agency, the lead fiscal and legal agent; and by the Reach Institute for School Leadership, a public benefit not-for-profit and the lead program agency.

The consortium includes three high schools and one K-8 school, serving approximately 1,000 students in total. The consortium schools employ 50 teachers, 17 principals, assistant principals, and other instructional leaders (department chairs, coaches, etc.), as well as 27 additional eligible support staff.

,ÄúThe greatest investment we can make is in the education of our young people,,Äù said Congresswoman Barbara Lee. ,ÄúI will continue to fight to secure additional funding to address the critical educational needs of our young people.,Äù

,ÄúWe appreciate this investment in the education of the children of Oakland,,Äù said Tony Smith, Superintendent of the Oakland Unified School District. ,ÄúWe will continue to work in partnership with these schools to develop best practices to serve all of our young people.

Participating Schools include:

- * Arise High Schools (Oakland USD)
- * Bay Area School of Enterprise (Alameda USD)
- * Lighthouse Community Charter (K-8) (Oakland USD)
- * Lighthouse Community Charter (9-12) (Oakland USD)

###



ARISE High School

Authenticity, Rigor, Inspiration, Success, Empowerment

Selected List of Media Coverage of ARISE

OAKLAND: Charter School's Class Of 2011 Overcomes Odds; All 22 Students Head To Four-Year Colleges

Every member of Arise's senior class overcame economic and domestic hardships and have all been accepted to four year colleges -- Rob Roth reports

<http://www.ktvu.com/video/28278285/index.html>

Jefferson Award Winner Paves Path for Oakland Gang Harmony

<http://sanfrancisco.cbslocal.com/2011/04/06/jefferson-award-winner-paves-path-for-oakland-gang-harmony/>

ARISE's Heroic Imagination Project Class

As an innovative young school, ARISE is always interested in piloting exciting new initiatives and programs. One such program is called the Heroic Imagination Project. Read or listen to the story, which includes the voices of two ARISE students, that aired on KQED on February 21st, 2011

<http://science.kqed.org/quest/audio/the-heroic-imagination-project/>

A longer version of the piece aired on National Public Radio:

<http://www.npr.org/2011/07/04/137531649/evil-scientist-wants-to-teach-people-to-do-good>

CISCO donates to ARISE families

<http://oaklandlocal.com/article/oakland-students-receive-wireless-routers-cisco-reaches-out-close-digital-divide>

http://abclocal.go.com/kgo/story?section=news/local/east_bay&id=7944493

OAKLAND: High School Has 100 Percent Of Grads Going On To College [John Fowler]

<http://www.ktvu.com/video/23959869/index.html>



ARISE High School

Authenticity, Rigor, Inspiration, Success, Empowerment

ARISE SCHOOL PROFILE

School Code: 054258

Director of College Guidance & Community Partnerships: Romeo Garcia

romeo@arisehighschool.org

Executive Director: Laura Flaxman

laura@arisehighschool.org

Co-Principals: G Reyes & Kate Sugarman

g@arisehighschool.org, kate@arisehighschool.org

OUR SCHOOL

The mission of ARISE High School is to empower students with the skills and knowledge to pursue higher education and become leaders in the world. ARISE High School also provides an environment for training educators to become leaders in secondary school reform.

ARISE High School, an Oakland charter school, opened its doors in August, 2007. ARISE grew to its full capacity in 2010 with 220 students in grades 9 through 12. The result of a number of unique partnerships, including the Mills College School of Education, the Mills College TRIO Programs, Oakland Community Organizations, the Coalition of Essential Schools, the Peralta Community College District, and others, ARISE's focus is on preparing students from low income families to be the first in their families to attend college.

ARISE High School is founded on the principles of supporting students to understand themselves, to contribute to positive community transformation, and to develop the skills, knowledge, and agency to be successful in college and the world beyond.

ARISE is accredited by the Western Association of Schools and Colleges.



3301 E. 12th St., Ste. 205, Oakland, CA 94601
tel: (510) 436-5487 fax: (510) 436-5493



CURRICULUM AND COURSES

ARISE offers a college-preparatory curriculum that includes numerous community college courses offered both on our campus and on the college campuses. Students have a standard academic curriculum with limited options for course selection in their first two years. In our Senior Institute, which encompasses eleventh and twelfth grades, students have more choice in their course selection; however as a small school, our on campus options are still somewhat limited. All of our college-preparatory courses have been approved by the University of California.

ARISE courses include:

English 1, English 2, English 3, English 4, Advanced English: Shakespeare
Multi-Cultural Studies, World Cultures, U.S. History, Government, Economics
Español Para Hispanos 3, 4, 5 and Spanish 1, 2, and 3.
Algebra, Geometry, Advanced Algebra, Trigonometry/Pre-Calculus, Calculus, Statistics
Biology, Physics, Chemistry, Advanced Biology, Ecology, Creating Social Change

Peralta community college courses that our students have taken include:

Community Voices (an English elective), Theater, Stagecraft, Illustration, Dance, Media,
Modern World History, Perspectives on American Racism, English 201B, English 1A,
Shakespeare, Japanese Conversation and Culture, Spanish for Native Speakers, Figure
Drawing, Figure Sculpture

ASSESSMENT AT ARISE

At ARISE where we are committed to preparing our students for college success, students do not receive credit for a class unless they are able to meet standards and earn a B or higher. If they do not, they have the opportunity to redo or complete outstanding requirements in order to meet standards or retake the class if necessary. Our GPAs are unweighted which means that the highest GPA we award is a 4.0, and we do not rank our students.

In addition to the course requirements for graduation, students must also complete performance-based assessments during their tenth, eleventh, and twelfth grade years. At the end of tenth grade, students must present their "Bridge" to move up to the Senior Institute. In order to graduate from ARISE, they must present five "Proficiencies" in the following areas: literary analysis, scientific investigation, mathematical inquiry, and artistic expression. Both Bridges and proficiencies include a written component (usually in the form of a 5-10 page paper) and require lengthy presentations that are defended by the students and then scored by panels that include both faculty and community members.

GRADUATION REQUIREMENTS

ARISE students must complete course requirements that exceed the admissions requirements of the University of California system. In addition to earning B's or higher and passing the various performance-based assessments, students must complete two summer programs, a "cultural immersion" experience, an internship, and college level classes.

ARISE STUDENTS

Enrollment: 230 students

85% Latino

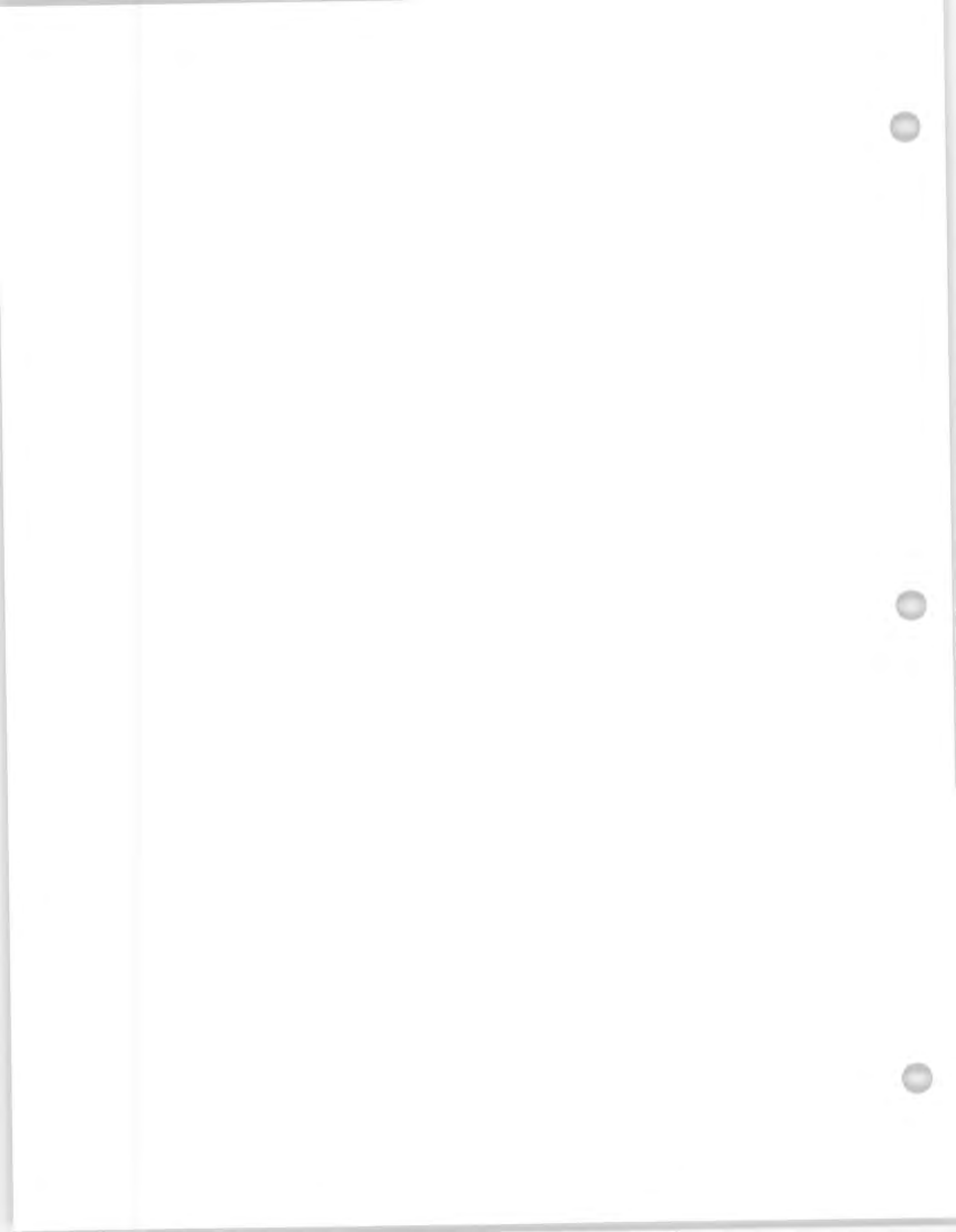
10% African American

2% Asian/Pacific Islander

3% Other

85% free and reduced lunch

90% first-generation college-bound



RESULTS

While we are still too young to have the results that we are aiming for, preliminary data is encouraging. Every student in our first two graduating classes, including many who were not on track to graduate when they came to us, received acceptances to four-year colleges. The colleges to which students gained admission include the following, with stars indicating schools that our alumni are attending:

| | |
|---------------------------------|---|
| Bard College | CSU Dominguez Hills |
| Bryn Mawr College | CSU East Bay* |
| Dominican University | CSU Humboldt* |
| Holy Names University* | CSU Long Beach |
| Menlo College* | CSU Northridge* |
| Middlebury College | CSU Monterey Bay* |
| Mills College* | Fresno State University |
| Mount Saint Mary's College | Sacramento State University |
| Notre Dame de Namur University* | San Diego State University |
| Occidental College | San Francisco State University* |
| St. Mary's College | San Jose State University |
| Santa Clara University | Sierra Nevada College |
| Smith College | Sonoma State University* |
| University of Miami | University of California, Davis* |
| University of San Francisco | University of California, Merced* |
| Wesleyan University* | University of California, Santa Cruz |
| Whitman College | University of California, Santa Barbara |
| Willamette University* | Merritt College* |
| Williams College | College of Alameda* |
| Chico State University* | Berkeley City College* |

Students have received scholarships from a variety of programs and foundations, including the East Bay College Fund, Students Rising Above, Summer Search, Outward Bound, Univision Exito Escolar, Bay Area Council, PG&E, Americorps, and the Questbridge College Prep Scholarship.





WINTER
2009

ARISE news

ARISE's Class of 2010: "Our Mind Is Set"

Stepping onto his original high school campus as a freshman, Jay figured he had it made. "I thought it was going to be a good school, in the hills, all that," he recalls. But despite its lofty reputation, the school's large size and impersonal environment were a poor fit. By his own admission, Jay underachieved. Halfway through his sophomore year, he came down the hill to a new small charter school, ARISE, arriving far off-track to graduate on time, if at all.

At ARISE, he quickly realized, there would be no slipping through the cracks. "They really sat down with me one-on-one to see what I needed – even Saturday classes to make up credits." He took to the personalized, small-school setting, where students call staff members by first name, even the principal. "There was no more Mr. So-and-so, Ms. That," muses Jay.

This collegial atmosphere is reinforced during weekly Community Meetings attended by all students and staff. These informal but productive gatherings are a far cry from the average school assembly. It's the rare campus where a student rises to say, in front of his entire school, "I want to appreciate [fellow student] James...just for being James."

"I feel confident at ARISE," says Jay, "and don't feel shy, since everyone knows each other." Sandra agrees. "This is more of a community."

Year Three Full of Firsts

Co-Principal Laura Flaxman and staff have emphasized this supportive environment since ARISE opened in 2007 with the goal of seeing a college-minded senior class graduate. "There are so many firsts," says Flaxman. "It's the first graduating class for us as a school, and next year we'll have our first ARISE students enter college." Most importantly, she says, "100 percent of those kids will be the first in their families to go to college."

Sandra, a senior like Jay, also came to ARISE as a sophomore after struggling to hit her stride at another Oakland school.



ARISE Senior Jay

She speaks of how tangible and out front the college focus is at ARISE. "Before, it was just like, 'Oh college, I wanna go.' But it wasn't something really real that you feel," she says. "Here, they really want to help us. We talk about [how important it is] that we're first-generation college. They don't want us to be another statistic, they want us to make a difference."

To this end, all kids are required to take classes at community colleges such as Laney and Merritt. (Both Jay and Sandra are currently taking a college English class.) Co-Principal Romeo Garcia searches out scholarship opportunities, and recently set students up with laptops, helping seniors (including Sandra and Jay) apply to a handful of local colleges.

ARISE students aren't only getting on point academically – they're also gaining real-world experience. All students are encouraged to do internships: Sandra

worked for the Citizens' Police Review Board at City Hall, and Jay mentored students at nearby Urban Promise Academy Middle School. Each ARISE senior also has a mentor who helps him or her stay focused. Small schools champion Hae-Sin Thomas mentors Jay. "She's really into motivating me and not letting me fall behind," he says.

An inspiring retreat

ARISE's first graduating class set a motivational tone during another first: this fall's senior retreat at the Marin Headlands. The college-themed trip kicked off with a visit to UC Berkeley's College Fair. Once at the Headlands, they set a lot of college-minded goals, but just as importantly, came together as a group. "We bonded in a different way," reflects Sandra. "Everybody together. No cliques, no make-up, just connecting."

One night, everyone shared items that were important to them. Many students brought photos of lost loved ones. "I've never seen people get so emotional," recalls Jay. "A lot of people crying, even the guys." "We got to see a different side of everybody," says Sandra.

The seniors returned to school closer as a group, with their sights set on graduation and college. "My family is the main reason [I want to succeed]," says Jay. "I want to be able to do what they did for me, since all my childhood they put food on the table. I want to bring it back for them after they retire, to be there for them like they were for me. And my brother, who has autism - I have to be there for him all throughout his life. I'll be there for him."

"My dad always said, 'You guys have the chance to go to college, you have it in your hands. If I would have had that chance, I would have taken it.'"

Setting the tone for future ARISE seniors

Jay is currently prepping a presentation that draws on this focused, ambitious spirit. "Laura asked me to make a presentation for freshmen and sophomores so I could let them know it's real difficult to do everything at the last minute and graduate, that they need to get their stuff on point. They think, 'I still got three years ahead of me...' But it's not like that."

Sandra sees why the ARISE staff encourages this peer leadership. "We're so hardheaded, sometimes," she says. "A random person could come and speak [and we might not take it to heart], but to hear it from us, from kids who come from their background and are trying to get to college, it's more real."

"When I observe some classrooms, they're still not [in the mindset] of seeing college," says Jay. "But if we put it out there, they're going to start looking into it, little by little, seeing stuff in a different perspective. I want to show them that this school gives us opportunities."



ARISE Senior Sandra

Two summers ago, Sandra took advantage of a very big one: A month-long trip to Thailand for a community service project. "If it wasn't for this school, Thailand just wouldn't be a place I could go," she states plainly. Sandra was chosen to go for her improved grades. Throughout the trip, she and her fellow high school travelers were immersed in the country's culture, and their community service work exposed them to some harsh living conditions.

"It was a really different experience for me," she reflects. "For all of us, it was our first time being far away. It helped us know we can go other places, that it is possible...and it really made us appreciate what we have at home."

Since their early high school days, Jay and Sandra have come a long way in a short time. "I used to be the kid in the hall goofing off," reflects Jay. But now he's in a position to graduate and go to college. "As a senior, now, I'm not stressing. I just want to end this year strong."

"I feel really good about being part of the first class to graduate from ARISE," concludes Sandra. "We really know what we want...Our mind is set the way it should be."

Support ARISE!

As a public school, only ARISE's most basic needs are covered in our budget. To continue offering our students horizon-expanding opportunities like Sandra's trip to Thailand, we must appeal to the wider community.

You can help! Consider making a tax-deductible contribution at www.smallschoolsfoundation.org (designating "ARISE High School") or by sending a check to "OSSF/ARISE," P.O. Box 20238, Oakland, CA 94620. Thank you for your support!



ARISE HIGH SCHOOL

3301 E. 12th St. , Suite 205 Oakland, CA 94601

Co-Principals Laura Flaxman and Romeo Garcia
laura@arisehighschool.org • romeo@arisehighschool.org
 510-436-5487 • <http://www.arisehighschool.org>



ARISE is a member of the OSSF network
 Photography ©2009 Hasain Rasheed

SPRING
2010

ARISE news

Where They'll Be Next Year

ARISE seniors have been accepted at the following schools:

California State Universities:

Chico, East Bay, Fresno
Humboldt, Long Beach
Monterey Bay, Northridge
Sacramento, San Francisco,
San Jose, Sonoma

Other California colleges:

Dominican University
Mills College, St. Mary's
Santa Clara University

University of California:

Davis, Merced

Out-of-State:

University of Miami
Wesleyan University (waitlist)
Willamette University

UPCOMING EVENTS

April 29th • 5:30 - 7:30pm

Send a Student to College Campaign
Fundraiser, Arsimona Lounge, Oakland

May 13

Mentor Kick-Off

May 25, 26, 27

Bridge Presentations

June 9, 10, 11

Proficiency Presentations

June 15

Exhibition Night

June 18 • 4pm

Graduation! Mills College, Lisser Hall



ARISE Seniors One Step Closer to College Goal

When she opened the letter from Mills College, ARISE senior Ana Cristina couldn't quite believe what she read. "I didn't know if I'd really been accepted," she remembers. "I really never thought I'd be in that place. I saw myself going to college, but I didn't know how I was going to get there."

To be certain, she brought the letter to Co-Principal Romeo Garcia, who confirmed its message: Ana Cristina was in. "He was really proud, and I was really happy because it was my first one."

It would not be the only one. Two weeks later came the letter from St. Mary's College. "[After Mills], I didn't tell a lot of people," she says. "I didn't want to be like 'Oh I got accepted,' and brag about it. But [my classmates] all got mad, saying, 'You're supposed to tell us!' So this time, I texted everybody."

Ana Cristina's acceptance letters are part

of a college-going momentum that's been building all year at ARISE. Entering the fall, every senior knew they had the chance to be the first in their families to attend college. And now, with the letters rolling in, it's quickly becoming a reality: Every student who's applied has been accepted by at least one school. (See "Where They'll Be Next Year," left.)

While Ana Cristina has been at ARISE since 9th grade, fellow senior Miguel's path to graduation was a winding one. "For me it's been a tough road," he reflects. "I've been to four different high schools, and lived in Chicago for a year and a half. But when I came to ARISE [in his junior year], I started getting on track. Now college is a reality. Now I see it as something I *need* to do."

"It's a Tight Community"

Exposure to other schools has given Miguel a unique appreciation for the

culture at ARISE. "It's a smaller environment, and that really helps you learn," he explains. "I've been to a school with 3,000 students, where it's really hard to have the sort of collaboration and atmosphere [we have at ARISE]."

"It's a tight community," adds Ana Cristina, "and the teachers are always supporting us, giving us resources and opportunities." Among those opportunities are the "Proficiency" projects (in the areas of literary analysis, math, science, history, and artistic expression) that juniors and seniors display before a panel of staff and community volunteers.

"I think it's really good we have Proficiencies here," says Ana. "When you research and write a 10-15 page paper, then present it to a panel, that's really preparing you for college classes." What's more, ARISE encourages every student to take courses on college campuses: Ana Cristina has done so two years running, receiving straight A's in all five community college courses she took, from Perspectives on American Racism and English 201B to Pre-Calculus and Illustration.

"We're really serious about

[college prep]," says Co-Principal Laura Flaxman, explaining how ARISE's program goes far beyond the standard A-G requirements. "It's harder to graduate from ARISE than from any other Oakland high school."

The seniors appreciate the high expectations and rigorous preparation, and understand what's at stake as they sit on the brink of being the first ARISE students to graduate and the first in their families to attend college. "A lot of chances don't come two times," says Miguel, who hopes to attend St. Mary's in the fall. "Sometimes you have just one chance and you have to take advantage of it."

"It's cool because we're going to be the first ones and everybody's going to remember us," says Ana Cristina. "I'm proud to be in the first graduating class because I think I have set an example for other people to follow."

"I still remember my first day of school when I was five years old, and I've been through a lot since then," reflects Miguel. "I'm going to be the first in my family to go, and I'm really excited that this long journey is finally paying off."



SEND A STUDENT TO COLLEGE!

While Ana Cristina has been accepted at many colleges, as a student who's ineligible for federal financial aid she must secure scholarships to afford her tuition. She's intrigued by the prospect of going out of state for college, but says "the thing that's stopping me is finding the money. It's really hard to find scholarships."

As first-generation college-bound students from predominantly low-income families, our kids navigate many obstacles, financial and otherwise. To give our incoming 9th-graders ongoing support as they follow in Ana Cristina and Miguel's footsteps, ARISE has launched the Send a Student to College program. When you join, these are just a few of the resources you'll be supporting:

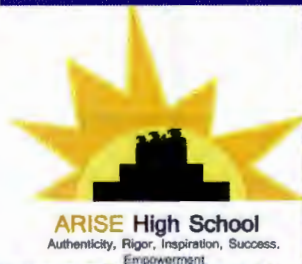
- **Laptops for students** - only one in 10 ARISE students has a computer at home
- **Several college visits a year**
- **Cultural immersion trips** - such as a month in Nicaragua
- **SAT fees and preparation**

These are just some of the ways this program will help our students as they head toward graduation and beyond. To join the cause, please visit www.arishighschool.org/ssc or see the enclosed fact sheet.

GET INVOLVED AT ARISE!

If you're interested in mentoring an ARISE student please email Kawai at volunteer@arishighschool.org.

To be a panelist for our students' Bridge or Proficiency presentations, email kate@arishighschool.org.



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Donde Estarán Ellos En Un Año

Estudiantes mayores de ARISE han sido aceptados en las siguientes escuelas:

Universidades del Estado de California:

Chico, East Bay, Fresno, Humboldt, Long Beach
Monterey Bay, Northridge
Sacramento, San Francisco, San Jose, Sonoma

Otras Universidades de California:

Dominican University
Mills College, St. Mary's
Santa Clara University

Universidad de California:

Davis, Merced

Fuera del Estado:

University of Miami
Wesleyan University (waitlist)
Willamette University

UPCOMING EVENTS

29 de Abril • 5:30 - 7:30pm
Enviar a un Estudiante a la Universidad
Recaudación de fondos,
Arsimona Lounge, Oakland
.....

13 de Mayo
Salida Inicial de los Mentores
.....

25, 26, 27 de Mayo
Presentación "Bridge"
.....

9, 10, 11 de Junio
Competencia de Presentaciones
.....

5 de June
La Noche de la Exposición
.....

June 18 • 4pm
¡Graduación! Mills College, Lisser Hall

Estudiantes Mayores De ARISE Un Paso Más Cerca Del Objetivo Universitario



Fotografía © 2010 Hasain Rasheed

Las cartas de aceptación de Ana Cristina son parte de un momento de asistir a la universidad que se ha estado formando todo el año en ARISE. Entrando el otoño, cada estudiante mayor sabía que tenían la oportunidad de ser el primero en sus familias en asistir a la universidad. Y ahora, con las cartas llegando, se está convirtiendo rápidamente en una realidad: Cada estudiante que ha aplicado ha sido aceptado por lo menos por una escuela. (Vea "Donde Estarán Ellos El Próximo Año," izquierda.)

Mientras que Ana Cristina ha estado en ARISE desde el 9° grado, el camino de su compañero hacia la graduación fue muy tormentoso. "Para mí ha sido un camino muy difícil," él recuerda. "He estado en cuatro diferentes secundarias, y viví en Chicago por un año y medio. Pero cuando vine a ARISE [en su año tercer año], comencé a tener un buen camino. Ahora la universidad es una realidad. Ahora lo veo como algo que yo *necesito* hacer."

Es una comunidad muy dura

La exposición a otras escuelas le ha dado a Miguel una apreciación única por la cultura de ARISE. "Es un ambiente más pequeño, y eso en realidad te ayuda a aprender," él explica. "He estado en una escuela con 3,000 estudiantes, donde es muy difícil tener el tipo de colaboración y atmósfera [que tenemos en ARISE]."

"Es una comunidad muy dura," agrega Ana Cristina, "y los maestros siempre están apoyándonos, proporcionándonos con recursos y oportunidades."

Entre esas oportunidades están los proyectos de "Competencia" (en la áreas de análisis literario, matemáticas, ciencia, historia, e expresión artística) que jóvenes y mayores presentan ante un panel de personal y voluntarios de la comunidad.

Cuando ella abrió la carta de Mills College, la estudiante mayor de ARISE Ana Cristina casi no podía creer lo que leyó. "No sabía si en realidad había sido aceptada," recuerda ella. "En realidad nunca pensé estar en ese lugar. Me vi llendo a la universidad, pero no sabía como hiba a llegar ahí."

Para ser exactos, ella llevó la carta al Co-Director Romeo García, quien confirmó su mensaje: Ana Cristina estaba dentro. "Él estaba muy orgulloso, y yo estaba muy feliz porque era la primera."

No sería la única. Dos semanas después vino la carta de St. Mary's College. "[Después de Mills], no le dije a mucha gente," dice ella. "No quise parecer como 'Oh me aceptaron,' presumir acerca de eso. Pero [mis compañeros] todos se molestaron, diciendo, 'Deberías de decirnos!' Así que ésta vez, les mandé un mensaje de texto a todos."

"Creo que es muy bueno que tengamos Competencias aquí," dice Ana. "Cuando haces una investigación y escribes un documento de 10-15 páginas y luego presentarlo a un panel, eso realmente te prepara para las clases de universidad." Lo que es más, ARISE anima a todos los estudiantes a tomar cursos en campos universitarios: Ana Cristina lo ha hecho dos años seguidos, recibiendo las mejores calificaciones-A's en todos los cinco cursos en universidades comunitarias que ella tomó, de Perspectivas en Racismo Americano e Inglés 201B a Pre-Calculos e Ilustración.

"Estamos realmente serios acerca de la [preparación universitaria]," dice la Co-Directora Laura Flaxman, explicando como el programa de ARISE va más allá de los requisitos estándares de A-G. "Es más difícil graduarse de ARISE que de cualquier otra escuela secundaria de Oakland."

Los estudiantes mayores aprecian las altas expectativas y preparación rigurosa y entienden lo que está en juego cuando se sientan al borde de ser los primeros estudiantes de ARISE en graduarse y los primeros en sus familias en asistir a la universidad. "Muchas oportunidades no vienen dos veces," dice Miguel, que espere asistir a St. Mary en el otoño. "Algunas veces solo tienes una oportunidad y tienes que tomar ventaja de esto."

"Es bueno porque vamos a ser los primeros y todos nos van a recordar," dice Ana Cristina. "Estoy orgullosa de estar en la primer clase de graduados porque creo que he puesto un ejemplo para otras personas a seguir."

"Todavía recuerdo mi primer día de escuela cuando tenía cinco años y he pasado por mucho desde entonces," recuerda Miguel. "Voy a ser el primero en mi familia en ir y estoy muy emocionado de que ésta larga jornada está dando sus frutos."



Fotografía © 2010 Hasain Rasheed

¡ENVIAR A UN ESTUDIANTE A LA UNIVERSIDAD!

Mientras que Ana Cristina ha sido aceptada en muchas universidades, como estudiante que no es elegible para ayuda financiera federal ella debe asegurar becas para pagar su colegiatura. Ella está intrigada por la perspectiva de ir fuera del estado para asistir a la universidad, pero dice "lo que me detiene es encontrar el dinero. Es verdaderamente difícil encontrar becas."

Como estudiantes de la primera generación con metas universitarias de familias predominantemente de bajos ingresos, nuestros niños navegan muchos obstáculos, financieros y de otros. Para darles apoyo continuo a nuestros estudiantes que vienen al 9° grado mientras siguen los pasos de Ana Cristina y Miguel, ARISE ha lanzado el programa Enviar un Estudiante a la Universidad. Cuando se une, estos son solo algunos de los recursos que estará apoyando:

- Computadoras portátiles para los estudiantes - solo uno en 10 estudiantes de ARISE tiene una computadora en casa
- Varias visitas a universidades al año
- Viajes de inmersión cultural - como un mes en Nicaragua
- Matrícula y preparación para el SAT

Éstas son solo algunas de las maneras que éste programa ayudará a su estudiante mientras se acercan hacia la graduación y más allá. Para unirse a la causa, por visite el sitio www.arisehighschool.org/ssc o vea la hoja informativa adjunta.

¡INVOLUCRESE EN ARISE!

Si está interesado en ser mentor de un estudiante de ARISE por favor envíe un correo electrónico a Kawai en volunteer@arisehighschool.org. Para ser un panelista para la Presentación 'Bridge' o de Proficiencia, envíe un correo electrónico a kate@arisehighschool.org.



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ARISE es un miembro de la Oakland Schools Foundation Network

WINTER
2010

ARISE news

Tight-Knit Class of 2011 Focused on One Goal: College

When they sat down for this conversation with *ARISE News*, seniors Dawanna, Fernando, and Lorena were, by their own accounts, a little bedraggled. "We're sorry, but this is a really critical few weeks," explained Dawanna. "We're all getting our college applications ready."

As it turns out, they needn't have apologized. Once the discussion began, the seniors shrugged off the fatigue and their *ARISE* pride and college-minded vision quickly rose above any weariness.

"Since 9th grade," says Lorena, "it's been all about college. That's our goal: college, college, college. We almost get tired of hearing the word," she laughs.

"Basically, *ARISE*'s high school requirements are more demanding than other schools'," explains Dawanna. "They go beyond the standard A-G [California high schools' standard class requirements]. I feel like we're pushed more to strive for the best."

The school's grading system – A, B, or no credit – also sets expectations high. C, or "average," is not in their vocabulary. "You have to strive for that A or B or else it's over," says Dawanna.

The school's immersive college-prep environment includes a commitment to out-of-classroom experiences. Lorena and two *ARISE* classmates traveled to Ghana over the summer to study dance. "It totally changed my view of things

side of Oakland," she says. "I want to go back and help people over there." With the support of *ARISE* staff, she also recently secured a "Students Rising Above" scholarship, which offers extra academic and socio-emotional support.

"The opportunities they offer here are endless."



ARISE seniors Dawanna, Fernando, and Lorena

Last year, Dawanna spent the entire second semester in Sicily. "It was a great experience. I made a lot of friends, learned to speak Italian. If I hadn't come to *ARISE* I'd probably have never been able to go," she asserts. "The opportunities they offer here are endless. Every day [someone on the staff] is coming to us with this program, that program. Those who take advantage really learn from the experiences and encourage other kids [to do the same]."

Then this fall, six seniors took an eight-day tour of east coast colleges, including Williams, Amherst, Wesleyan, Vassar, and Sarah Lawrence. While all the schools impressed them, Dawanna, Fernando, and Lorena

all fell for Wesleyan. "After visiting, I could picture myself at Wesleyan," reflects Lorena. "The atmosphere was different [from high school], but at the same time it felt like home. It's a small school like *ARISE* and it felt like a real community."

All three are applying there right now.

Fernando says last year's *ARISE* grads now in college – 95 percent of them are – have kept in touch, and early reports are encouraging. "They tell us they're more prepared than other first-years," he says, "because everything that *ARISE* has you do has helped them. The 10-page papers, our Proficiencies (hour-long presentations and defenses in five different subject areas), this has all prepared them for how intense college is."

"Last year's graduating class [*ARISE*'s first] is proof," says Dawanna. "By the time you leave *ARISE*, you're gonna know and you're gonna go. The mission here is all about empowering leaders, and that mission is real. They work on that mission every day and in every class."

"Last year's seniors did motivate me," says Lorena. "If they did it and were here for a shorter amount of time, I know we can do it."

The students say their class is particularly proud to be the first group of ARISE kids to have started as 9th-graders. (Last year's seniors started at ARISE as 10th-graders.) "We're going to be the first four-year graduates," says Dawanna, "the first real ARISE High School graduating class. We're proud to be direct products of ARISE." In fact, both Dawanna and Lorena were with ARISE before it even opened, as members of the school's original design team.

"We need everyone's perseverance"

The trio was "already close as a group," says Fernando, having attended ASCEND K-8 together, but this fall's Senior Retreat cemented their solidarity with the rest of ARISE's senior class.

"The retreat was the key to getting us to bond," reflects Dawanna. "[We came out of it knowing] we all need to

take care of business this year because we've worked so hard up to this point. We need everyone's perseverance."

The kids have personal motivations as well. "People may have stereotypes about us but we are going to prove them wrong," says Lorena. "I want to prove the statistics wrong and become successful so I can help my mom and brothers and sisters. That's my motivation. We're a close family and that's why I want to keep on going."

Dawanna is motivated by the tragedy of her cousin's death at 15. "When that happened, no one helped us," she says. She hopes a college degree will help her bring about change that leads to more services and support in her community. "That constantly motivates me. I don't want to settle. I want to go even further than what I know I can do."

"I want to do it for my family," says Fernando. "It's just me and my mom and sister, and I want

to be a positive male figure." He also plans to give back to his community. "I see young men like me getting into gangs, kids who started out like me wanting to go to college, but now they're dropping out and

I see that nobody's there to help. I feel like I know what the problem is, and if I go to college I'll be able to succeed and start the programs to help. I know the problem so I feel like I can solve it."



ARISE students at the Senior Retreat

SUPPORT ARISE!

As these seniors clearly articulated, out-of-classroom experiences have been essential in expanding their horizons and keeping college in their sights. Unfortunately state cuts have threatened activities.

You can help us continue offering experiences like the senior retreat by donating to ARISE online at

www.arisehighschool.org

or by check to: "ARISE High School,"

3301 East 12th Street, Oakland, CA 94601-3424

Thank you!

GET INVOLVED AT ARISE!

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INVIERNO
2010

Noticias de **ARISE**

La Clase Bien Unida del 2011 Esta Enfocado en un Objetivo: Universidad

Cuando se sentaron a conversar con *Noticia ARISE*, estudiantes Dawanna, Fernando, y Lorena ya estaban abrumados. "Discúlpenos, pero estas semanas son demasiadas importantes," explica Dawanna. "Estamos preparando nuestras aplicaciones para la universidad."

Resulta que no tuvieron que disculparles. Cuando comenzó la conversación los estudiantes ya no prestaron mucha atención a su cansancio y su orgullo en ARISE y mente enfocado en universidad rápidamente asumió el enfoque.

"Desde el grado 9," dice Lorena, "todo se ha tratado de la universidad. Es nuestro objetivo: universidad, universidad, universidad. Casi nos cansamos de escuchar la palabra," dice Lorena riéndose.

"Básicamente, los requisitos de ARISE son mas rigurosos que en otros colegios," explica Dawanna. "Te empujan mas allá de los estándares A-G [requisitos para graduarse en California]. Siento que nos están empujando para lograr lo mejor."

El sistema de notas – A, B, o cero crédito – también establece expectativas altas. La nota C o "la media" no esta en el vocabulario del colegio. "Tienes que luchar para sacar A o B o si no se acaba todo," dice Dawanna.

Oportunidades sin fin

El ambiente de ARISE que prepara los alumnos para la universidad incluye un enfoque en experiencias fuera de la sala de clase. Lorena y dos compañeros de clase viajaron a Ghana, África durante el verano para estudiar baile. "Ese viaje totalmente me cambio la perspectiva del mundo fuera de Oakland," dice Lorena. "Quiero regresar y ayudar a la gente de Ghana." Con el apoyo de maestros de ARISE, Lorena se gano una beca de "Students Rising Above", que ofrece apoyo académico y socio-emocional.

El año pasado, Dawanna se fue a estudiar a Sicily por el segundo semestre. "Fue una gran experiencia. Hice mucos amigos y aprendí a hablar italiano. Si yo no hubiera sido alumna de ARISE, probablemente nunca tuviera esa oportunidad. Las



Estudiantes de ARISE Fernando, Dawanna, and Lorena

oportunidades que nos ofrecen no tienen fin. Todos los días [algún maestro] nos presenta con programas diferentes. Los estudiantes que se aprovechan de los programas realmente aprenden mucho de las experiencias y animan a los otros niños [hacer lo mismo]."

Este otoño seis estudiantes del ultimo año tomaron una gira de ocho días de las universidades de la costa este: incluyendo Williams, Amherst, Wesleyan, Vassar, y Sarah Lawrence. Todas las universidades les impresionaron, pero la que les gusto más a Dawanna, Fernando, y Lorena fue Wesleyan. "Después de la visita, me imaginaba a mí misma en Wesleyan," refleja Lorena. "La atmósfera era diferente [de la escuela secundaria], pero al mismo tiempo, uno se sentía como en casa. Es una escuela pequeña como ARISE y se sentía como una verdadera comunidad".

Los tres están aplicando ahora.

Fernando dice que los graduados de ARISE del año pasado – 95% de ellos-- han mantenido en contacto, y esos informes son alentadores. "Ellos nos dicen que están más preparados que otros universitarios del primer año," dice, "porque todo lo que ARISE le pide hacer a sus estudiante les ha ayudado. Los ensayos de 10 páginas, nuestros Proficiences (presentaciones de una hora de duración y las defensas en cinco diferentes

áreas) - todo esto ha preparado los graduados para la intensidad del primer año.

"La clase que se graduó el año pasado [la primera de ARISE] es prueba", dice Dawanna. "En el momento de salir de ARISE, vas a tener conocimiento y te vas a ir. La misión aquí se trata de empoderar líderes, y esa misión es real. Trabajan en aquella misión cada día y en cada clase."

"Los graduados del año pasado me motivan", dice Lorena. "Si ellos lo hicieron y estuvieron aquí durante un período más corto de tiempo, sé que nosotros podemos hacerlo".

Los estudiantes dicen que su clase es particularmente orgulloso de ser el primer grupo de niños de ARISE que comenzaron en el grado 9. (Los graduados del año pasado comenzaron en ARISE en el grado 10.) "Vamos a ser el primer grupo de salir de ARISE completando los 4 años, dice Dawanna, "la primera clase verdaderamente graduándose de ARISE. Estamos orgullosos de ser productos directos de ARISE. "De hecho, tanto Dawanna y Lorena fueron a surgir antes de que incluso abrió ARISE, como miembros originales del equipo de diseño de la escuela.

“Necesitamos la perseverancia de todos”

El trío ya era cercano como un grupo, dice Fernando, después de haber asistido a ASCEND K-8 juntos, pero el "Senior Retiro" cimentó su solidaridad con el resto de la clase.

"El retiro fue la clave para nosotros llegar a uniros," refleja Dawanna." [Salimos sabiendo] que todos tenemos que preocuparnos de nuestras responsabilidades este año porque hemos trabajado muy duro hasta el momento. Necesitamos la perseverancia de todos.

Los estudiantes también tienen motivaciones personales. "Las personas pueden tener estereotipos sobre nosotros, pero vamos a demostrar que están equivocados," dice Lorena. "Quiero demostrar que las estadísticas no se pueden aplicar a mi vida y que voy a tener éxito para poder ayudar a mi mamá y hermanos y hermanas. Esa es mi motivación. Somos una familia unida y por eso quiero seguir adelante."

Dawanna está motivada por la tragedia de la muerte de su primo que tenía solo de 15 años. "Cuando eso sucedió, nadie nos ayudó," dice Dawanna. Ella espera que un título universitario le ayudará a lograr hacer un cambio que traiga a más servicios y apoyo en su comunidad. "Eso siempre me motiva. Quiero ir más allá de lo que yo sé que puedo hacer."



Estudiantes de ARISE al Senior Retiro

"Quiero hacerlo por mi familia," dice Fernando. "Es sólo yo, mi mamá y mi hermana, y quiero ser una figura masculina positiva." Él también planea regresar a su comunidad. "Veo a los hombres jóvenes entrar en las pandillas, niños como yo que tuvieron el deseo de ir a la universidad, pero ahora no van al colegio y no hay nadie para ayudar. Siento que sé cuál es el problema, y si voy a la universidad voy a ser capaz de tener éxito y empezar los programas de ayuda. Conozco el problema y por eso siento que puedo resolverlo."

¡APOYO ARISE!

Como estos estudiantes han claramente expresado, experiencias fuera de la sala de clase han sido esenciales en la expansión de sus horizontes y en manteniendo el interés de ir a la universidad.

Pero los recortes estatales amenazan a muchas de estas actividades, en particular los viajes que requieran viaje fuera de Oakland. Usted puede ayudarnos a continuar ofreciendo experiencias como Senior Retiro por medios de una donación a ARISE en nuestro sitio web:

www.arisehighschool.org

o por cheque a: "ARISE High School",
3301 East 12th St. Oakland, CA 94601

¡Gracias!



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ARISE news

ARISE's Class of 2011 seniors have been accepted at the following schools:

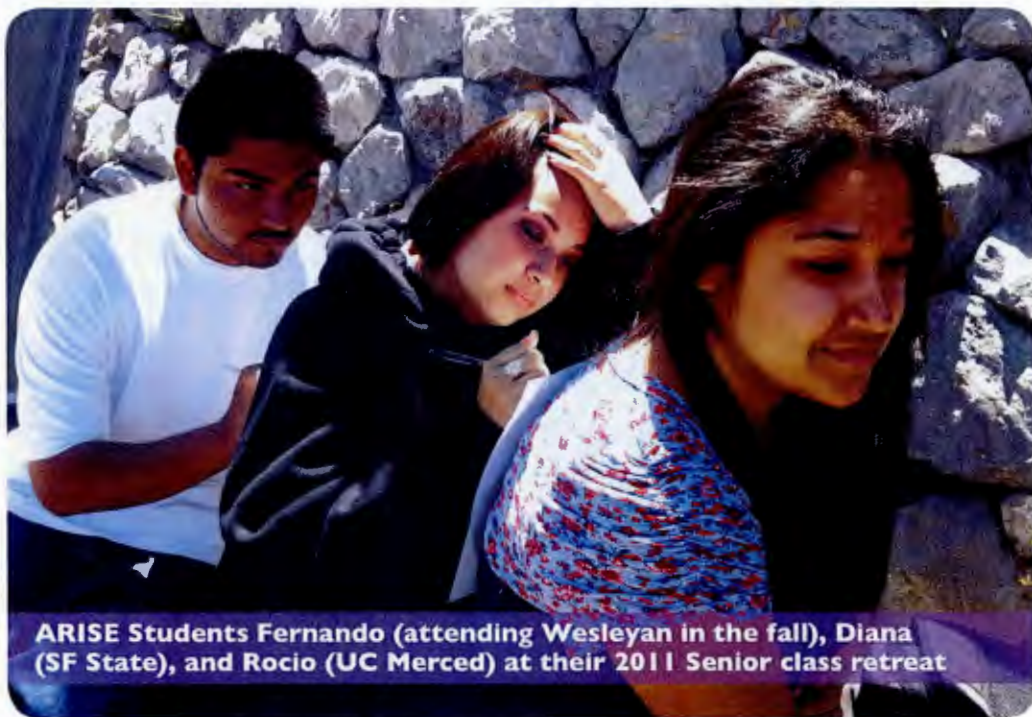
California State Universities:

Chico, Dominguez Hills, East Bay, Humboldt, Long Beach, Northridge, Sacramento, San Diego, San Jose, Sonoma

University of California:

Merced, Santa Barbara, Santa Cruz

Private: Bryn Mawr, Dominican, Menlo College, Middlebury, Mount St. Mary's, Notre Dame de Namur, Occidental, St. Mary's, Smith, USF, Wesleyan, Williams, Whitman, Vassar (waitlist)



ARISE Students Fernando (attending Wesleyan in the fall), Diana (SF State), and Rocio (UC Merced) at their 2011 Senior class retreat

ARISE Alumni Reflect on First Year of College

When Claudia talks about her early days at ARISE High School, she reflects with amusement on her resistance to the school's rigorous expectations. "My entire point was that they would make us work too hard," she recalls, "and that no other high school students had to do what we did at ARISE. I would give [Principal] Laura Flaxman such a hard time!"

This past fall, three years of hard work at ARISE behind her and three weeks into her first semester at Willamette University in Salem, Oregon, Claudia typed out a text message to Flaxman. "I texted Laura," she recalls, "and I told her, 'Oh thank you so much for preparing me so well for college.' Being here at college putting all the skills we learned at ARISE to use, and seeing that I'm not having as tough a time as other first-year students, I was like, 'Laura, I owe you one!'"

"Before ARISE I hadn't had to make a five-minute presentation on what I had learned in Math or Biology, to demonstrate what I was taking away," says Claudia. "Doing things like that got me really comfortable speaking in front of people. [Now at Willamette],

some students are afraid or intimidated to speak up, but because I'm so used to it, I feel really comfortable participating and asking questions."

This sense of empowerment is one echoed by James, a fellow member of ARISE's first graduating class last spring and now a first-year student at California State University, Northridge. "You really have to take initiative in college," he explains. "At ARISE we had teachers knowing us on a personal level, but professors? You're not on their mind, they don't know your name."

James quickly took it upon himself to make them know it. "I go up to my professors and introduce myself, ask them questions," he says. "You need to do it for yourself, it's a must, and then once you get to know them it will go a long way for you." After reaching out to his math professor, James says she later "pulled me to the side and told me, 'I'm going to help you as much as I can.' She was so cool about it."

**"I feel proud
to represent ARISE"**

While the Class of 2010 has transitioned smoothly to the next level, acclimation has not been without its obstacles. "I knew it might be difficult because Willamette is a predominantly white campus," says Claudia. "Also, I had never been away from Oakland for more than a month. I had to both get used to my surroundings and learn how to relate to a completely different group of people. Some had misconceptions about me and about Oakland in general, but I felt comfortable helping others see a different side of Oakland. I feel proud to be from Oakland and to represent ARISE here."

Both James and Claudia credit ongoing support from the ARISE family – former teachers, administrators, and classmates – with helping them through their first year. "Teachers and staff at ARISE are willing to help us reach our goals in high school, in college, and beyond college," says Claudia. "It's a really great support system."

Texting among ARISE alumni and former teachers and staff is common, and former principal Romeo Garcia even traveled to Salem to visit Claudia at Willamette. And, of

course, the ARISE grads have each other. "Four of my best friends were in my graduating class," says Claudia, "and we all went away to college. If I'm ever having a tough time I'll just call them and I know they'll be understanding, because they're going through exactly the same things."

Nor have the alumni forgotten their peers still at ARISE. During Northridge's spring break, James returned to campus and met with current seniors. "I spoke with the students and told them about college so far, how I feel it's a great experience that everybody should go through. I told them, 'If I can do it,

any of you can. There are so many advantages here at ARISE – so many. They bring in so many resources, take you on college tours -- you just have to take advantage of all these opportunities.' That was my main advice."

"It's so powerful to have them here," says Flaxman, "because these students were in [our current seniors'] shoes not long ago, and they know them very very well. To see them come back and hear that not only did they all get into college, but they are all doing very well, we now have these proof points. These alumni can really motivate them and show them that college is totally within reach."

"I honestly felt like they were really listening," reflects James. "Since I was their peer, it was that much easier for them to interact with me like that." James has high hopes for the Class of 2011, a big smile appearing as he talks about all the colleges where they've been accepted. (See box, front page.) "It's really good, I'm really proud of what the school is doing. The way they prepared me, I know for a fact that this year's seniors are ready and prepared to succeed. I feel like they're putting their all into it."



"So much was given to us by the ARISE staff," says Claudia (pictured above during ARISE's 2010 Graduation). "I'm looking forward to giving back this summer, working as a college mentor for low-income high school seniors in the East Bay."

UPCOMING EVENTS

May 23-26 • 1-4pm
10th Grade Bridge presentations

June 6-10 • 9am-4pm
Senior Institute proficiency presentations

June 14 • 5-7:30pm
Exhibition Night

June 17 • 2pm
Graduation at Laney College

June 23 • 6-8pm
Mentor Appreciation / Fundraiser

We're looking for community members to serve as panelists for our Bridge and proficiency presentations. RSVP to Kate@arisehighschool.org to attend any of the events listed above.

ARISE Welcomes New Leaders

In January, we announced that co-principals Laura Flaxman and Romeo Garcia were "happily passing the torch to two incredibly talented and dedicated leaders: G Reyes and Kate Sugarman." Schools are not always able to hire "from within" for the principal role, but we are thrilled to have done so here: Both Reyes and Sugarman were teachers in ARISE classrooms, so their transition has been seamless.

"I have been amazed to watch the evolution of ARISE over the past three and a half years," says Sugarman, who was a founding teacher. "The level of expectations and quality of student work have been steadily rising. ARISE is becoming a beautiful community of learners, artists, and scholars, and it has been a privilege to be part of that process. I look forward to all the great things this group of students, parents, and teachers will accomplish."

SUPPORT ARISE!

As a public school, our budget covers only our most basic resources, and even those are at risk as we enter 2011-12 facing roughly \$100,000 in budget cuts. You can help us continue offering our kids essential college-prep activities such as college tours. Consider a tax-deductible contribution at www.arisehighschool.org or by check to:

"ARISE High School," 3301 East 12th Street, Oakland, CA 94601-3424. **Thank you!**

ARISE HIGH SCHOOL

3301 E. 12th St., Suite 205 Oakland, CA 94601

Co-Principals G Reyes and Kate Sugarman
G@arisehighschool.org • Kate@arisehighschool.org
510-436-5487 • <http://www.arisehighschool.org>



ARISE is a member of the OSF network



Mills College
5000 MacArthur Boulevard
Oakland, California 94613

MILLS

School of Education

/

Dear Colleagues:

I strongly endorse the renewal of the charter for ARISE High School. In my short tenure in Oakland and as Dean of the School of Education at Mills College, I have already learned a tremendous amount about this fine school. I have been impressed by its remarkable success rate with students who are among the most vulnerable in Oakland and clearly deserve educational opportunities such as those provided by ARISE. I have met several times with one of the ARISE founders, Romeo Garcia, whose wisdom about the educational and social/emotional assets and needs of youth and families in the Fruitvale area has continued to impress me. I look forward to visiting the school in the near future to learn more about its curriculum strengths and innovation.

Over the years, Mills College has played an important role in the creation and development of ARISE. Our credential program has placed student teachers at the school, a member of our faculty was the President of the ARISE Board of Directors and the Mills TRiO Programs have provided support to students through college tours, academic year and summer programs. Romeo Garcia was at Mills for more than twenty years working as the Director of TRiO Programs (Upward Bound and Educational Talent Search) and as the Assistant to President Janet Holmgren. Romeo continues to maintain strong connections to Mills College, through his participation on the Oakland Education Cabinet and as a graduate student in the doctoral program in Educational Leadership. I know from my long experience in teacher education and my work with districts that it is important to have schools such as ARISE to provide a model of what is possible to the District as a whole.

I encourage you to vote to approve the continuation of the charter for ARISE. I am confident that with their strong leadership and vision, they will continue to contribute in significant ways to the education and future of Oakland's youth.

Sincerely,



Katherine Schultz
Dean and Professor of Education
School of Education, Mills College



UNIVERSITY OF CALIFORNIA, BERKELEY

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FX: (510) 642-4803

3659 TOLMAN HALL #1670
GRADUATE SCHOOL OF EDUCATION
BERKELEY, CALIFORNIA 94720-1670

October 24, 2011

To Whom It May Concern:

It is with great pleasure that I write this letter in support of the charter renewal for Arise High School. I have started working with the Arise faculty in January of 2011 as part of my work as the evaluator of the new evaluation and compensation system that the REACH Institute is developing in several schools, among them ARISE. This is a very ambitious system that takes quite a bit of energy and sophistication on the part of the schools trying it out. The project is not a simple implementation, but a design co-development effort between the schools, Reach, as the development partner, and Berkeley, as the research partner.

In the process of working with ARISE on this, I have been enormously impressed. I have found both, administrators and teachers to be eager learners and experimenters. In my early conversations with faculty members, I expected the all too common defensiveness that usually surrounds the introduction of new evaluative schemes. In the case of this school, this was not the case. Quite the opposite, there was, among teachers, a prevailing clamor for transparency and useful feed-back on one's work, and the desire to reward best practices, for example when I participated in focus groups at the beginning of the school year. During our regular design meetings, there is, among administrators, an openness and willingness to contribute to design development, and a competence of understanding the complexities of this work, that I have not often found in my work.

There is no question that the job of educating disadvantaged students in this society is full of challenges, so being open to learning and improvement is a pre-condition for reaching excellence. ARISE has the feel and sense of a learning organization. I hold the school in my highest esteem on this dimension.

I should also mention that as we held our regular design meetings at the ARISE site, I had the opportunity to experience firsthand the congenial atmosphere that prevails in the school, the calmness among students in a rather crowded space, and the friendliness and openness with which outsiders are treated by faculty.

I cannot speak to the finer details of school life yet as our work is just at the beginning. But there is no question in my mind that the school is on a strong learning trajectory whatever the challenges may be that come in the way of its development. I hope for many more years of good and fruitful collaboration between ARISE and UC Berkeley.

WESLEYAN
UNIVERSITY

Office of Diversity and Institutional Partnerships
237 High Street
North College, Room 318
Middletown, Connecticut 06459
860-685-2456 Fax: 860-685-3151



October 24, 2011

Oakland Unified School District
1025 2nd Avenue, Suite 320
Oakland, CA 94606-2212

Dear Superintendent Smith and the Oakland Unified School District Board of Directors,

I am writing on behalf of ARISE High School and the students they serve. As an Oakland Charter School, I have witnessed first hand the amazing work they are doing to prepare their students to be competitive in today's college market. We need to support the work of all small schools in Oakland, especially those who are developing a track record for college going culture and admissions.

I first had the pleasure to visit ARISE during its first year of operation. From that initial visit and meeting with the school's leaders and students, I have continued to work with them to develop a Wesleyan University /ARISE High School partnership and pathways between our campuses. I immediately recognized what has continued to impress me about the school: its commitment to working with and preparing first generation youth of color to be the first in their families to go to college.

At Wesleyan, I have been able to get to know students from ARISE's first three senior classes who have visited our campus. Along with several other small liberal arts colleges in the northeast, Wesleyan has co-sponsored ARISE's first two annual east coast college tours. Last year's tour led to two ARISE alumni matriculating at Wesleyan this fall, where they have been thriving. ARISE is clearly doing a fabulous job preparing its students for the rigors of a selective college such as ours.

I heartily endorse ARISE's charter renewal petition and I hope that you will grant them a second term so that they can continue their important work of transforming the lives of students in Oakland and sending them on to Wesleyan and other institutions of higher education.

Sincerely,

Sonia BasSheva Manjon, PhD
Vice President for Institutional Partnerships
Chief Diversity Officer
Wesleyan University



October 24, 2011

Oakland Unified School District
1025 2nd Avenue, Suite 320
Oakland, CA 94606-2212

Dear Superintendent Smith & Board of Directors,

I am writing in support of the charter renewal petition for ARISE High School. As the Executive Director of the Reach Institute for School Leadership, I have worked closely with the leadership, staff, and students of ARISE since it's inception. ARISE's steadfast commitment to creating a college going culture and engaging students in school through authentic intellectual work is an important resource to the youth and community of Oakland and must continue.

The Reach Institute supports schools by working with teachers and leaders to improve instruction and instructional leadership. Through this work, I have had the opportunity to work with early career teachers earning their credentials, instructional coaches fostering the growth of their peers, and school leaders as they built a culture of continuous improvement. I have witnessed the growth of ARISE from a compelling vision, to an articulated program, to a school focused on instruction, instructional improvement, and student achievement results.

In 2010, ARISE and the Reach Institute jointly received a federal Teacher Incentive Fund award, supporting innovative work at ARISE and three other local schools. Through this work, ARISE is developing rigorous and comprehensive measures of school and instructional quality that will simultaneously drive improvement in their school, improve the other schools in the partnership, contribute new and rigorous performance measures and evaluation systems to the field of education, and contribute significantly to the national conversation on effective means to recognize effective teachers.

I endorse ARISE's charter renewal petition. A second charter term will allow ARISE to continue their work sending local students to college, continue to refine their unique vision for engaging young people in intellectually demanding schooling, and continue to support the innovative work of a partnership of schools in the area.

Sincerely,

Page Tompkins, Ed.D.
Executive Director



CITY HALL • 1 FRANK H. OGAWA PLAZA • OAKLAND, CALIFORNIA 94612

Ignacio De La Fuente
Councilmember, District 5

(510) 238-7005
FAX (510) 238-6129
TDD (510) 839-6451

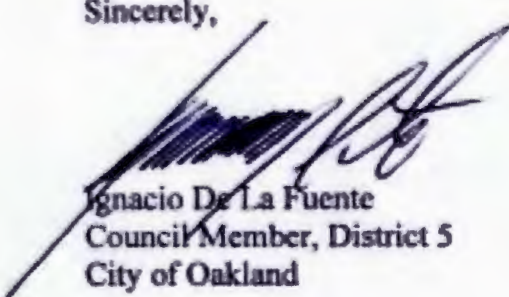
October 18, 2011

Dear OUSD Directors:

I am writing to express my support for ARISE High School. As a school located in the heart of my district, led by community leaders who have worked tirelessly for the Fruitvale neighborhood and the entire city for years, ARISE is a beacon of hope and promise for my constituents.

Over the years, I have had the opportunity to visit ARISE and interact with ARISE students and staff on numerous occasions. I have learned first-hand of the important work that they are doing with the youth in our community, many of whom were involved in gangs or otherwise headed in negative directions when they first came to ARISE. ARISE has consistently taken some of our city's lowest performing, most at-risk students and put them on the path to college. ARISE graduates have earned a 100% college acceptance rate, and once in college, have shown through their success that ARISE gave them the skills and knowledge they needed to be well prepared there. I heartily endorse the renewal of ARISE's charter. I am confident that with the strong leadership that they have, they will continue to grow and improve, continuing to be not just a critical lifeline for so many of our city's youth, but also becoming a flagship high school for our city.

Sincerely,



Ignacio De La Fuente
Council Member, District 5
City of Oakland

Lighthouse

October 24, 2011

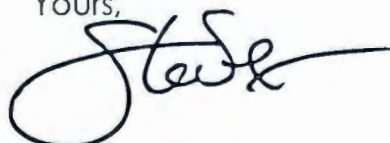
Dear Superintendent Smith and the Oakland Unified School District Board of Directors,

As a fellow charter school that has worked closely with ARISE High School over the years, I am writing to express my support for their charter renewal. ARISE plays a valuable role in the world of educational options in Oakland. ARISE has had great success helping to turn around students that have had difficulties succeeding in other schools. I have personally known students who were involved with gangs and other negative influences thrive at ARISE, choose a more positive path, and go off to successful college careers.

In addition to the work they do with students, ARISE's leaders are also committed to the growth and betterment of all schools in Oakland, as they are to their own. I have been in several networks with ARISE, including a district-led high school early college inquiry group for charter and district leaders. As a school, ARISE continues to contribute to the improvement of all schools in Oakland, whether it's through furthering Peralta's concurrent enrollment program with Oakland high schools or pioneering a performance based evaluation system for teachers and principals that furthers the dialogue about what successful teaching and learning looks like.

Please feel free to contact me with any questions.

Sincerely,
Yours,



Stephen Sexton
Director of Secondary Programs
Lighthouse Community Charter High School



THE UNITY COUNCIL

October 24, 2011

Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606-2212

Dear Oakland Unified School District,

ARISE High School is applying for a renewal of charter designation and I support their application.

For the past several years the Unity Council has developed a strong partnership with ARISE by offering the College Exploration Opportunities (CEO) for Youth program. The CEO for Youth program has served over 100 juniors and seniors by providing guidance and information about colleges and the application process. The program reviews admission requirements, application process, assists with writing personal statements, and provides information about financial aid. The students are also provided assistance on how to apply for the Free Application for Federal Student Aid (FAFSA) and research other scholarship opportunities. Additionally the students visit college campuses and become inspired to attend college.

Since a large portion of the youth are first generation, college bound students, we work with their parents or guardians to ensure they understand the college application process, the importance of college and how to support their son/daughter in the college application process.

The Fruitvale is one of the most densely populated communities in Oakland, yet there is a lack of open space, limited after-school programs and a large need for youth programs. Since these critical needs are not being fully met, it is especially important that the schools in the neighborhood be supported to ensure that students receive opportunities to better themselves and their families.

ARISE is one of our partner schools and they provide students with an opportunity to succeed. Our CEO for Youth program is just one example of the strides ARISE has taken to provide services and opportunities to Fruitvale high school students. Renewal of their charter school designation will allow ARISE to continue to put youth first and assist them to succeed.

Sincerely,


Gilda Gonzales
Chief Executive Officer



The Unity Council
1900 Fruitvale Ave, Suite 2A, Oakland, CA 94601
Tel: 510-535-6900 • Fax: 510-534-7771 • www.unitycouncil.org



OAKLAND COMMUNITY ORGANIZATIONS
Unlocking the Power of Oakland

October 24, 2011

Dear Directors of the Oakland Unified School District,

I am writing this letter in support of request by ARISE High School for charter renewal. Arise is a school that OCO co-founded and continues to work with closely.

ARISE provides a strong option for Oakland families and plays an important role preparing low income students of color for college. The reported 100% college acceptance rate for graduating seniors and 100% college retention rate after one year of college is strong testimony about how ARISE is serving low income students of color. While we recognize that in today's political environment, schools are judged by their test scores above everything else, I urge you to consider the many students that ARISE has guided towards a successful future, even when their prior academic history was challenging. We have witnessed many young people come to ARISE after experiencing failure at previous schools who are now successful college freshmen and sophomores.

In addition, we continually hear from the parents and students with whom we work of the great job that ARISE is doing. These students are now providing inspiration for their families and others in the community as the first in their families to go to college.

Thank you for your consideration. We urge you to support the charter extension request by ARISE and provide the opportunity to continue building on the important work that they are doing for our community.

Sincerely,

Ron Snyder, Executive Director

October 26, 2011

Louise Santiago
Director of Operations
ARISE High School
3301 E. 12th Street, Ste 205
Oakland, Ca 94601

Dear Louise:

I am writing to thank you for the support the support and assistance you have provided to the community by sharing your space with us, allowing us to bring together the longterm care providers around the Fruitvale area in a safe and comfortable environment.

We appreciate your ongoing assistance and believe it is a great indicator of your role in partnership with the community in which you are located.

We are very glad to be able to work with you and hope to continue that collaboration.

Thank you again.

Sincerely,



David Werlin
Director for Northern California

Los Angeles/Ventura
2515 Beverly Blvd.
Los Angeles, CA 90057

San Bernardino
195 N. Arrowhead Ave.
San Bernardino 92408

Watsonville
10 Alexander St.
Watsonville, CA 95076

Sacramento
1127 11th St. Suite 523
Sacramento, CA 95814

Oakland
440 Grand Ave., Suite 250
Oakland, CA 94610

Salinas
334 Monterey Street
Salinas, CA 9390

Member Action Center
877- MY ULTCW
877- 698-5829



October 25, 2011
Oakland Unified School District
1025 2nd Avenue, Suite 320
Oakland, CA 94606-2212

Dear Superintendent Smith and the Oakland Unified School District Board of Directors,

Arise Charter High School has been a beacon of hope and opportunity for youth that have had many challenges to overcome. The location of one's birth should not be used as an excuse for substandard public education, but that is the reality for youth in Oakland, throughout California and most of the nation. Arise Charter, true to its namesake, has risen out of the ashes like a phoenix to show our youth that it is possible to still get a solid, high quality education regardless of socio-economic circumstances and that it is indeed possible to achieve, to learn, and to go on to college afterwards. 100% of students graduating are accepted to attend college! This is a worthy achievement for our kids who are not from rich families and who are many times the first generation to start on the road to higher education.

As the former Teen Services Librarian at Chavez Branch, I have seen firsthand the excellent attitude and achievements of Arise students. They come into our library to receive database training, to listen to book talks, and to learn about issues of censorship and intellectual freedom. Arise students take advantage of having the library right outside their door and check out our items, volunteer, and attend our many teen and intergenerational programs. I have gone to many student body community meetings at Arise to talk about the library programming and have been amazed at how well they themselves coordinate these events. I have sat in on student presentations and have seen the professionalism and seriousness on display for their family members, fellow students and teachers, and community partners such as myself. Finally, I'll never forget how the students from Arise stepped up to provide support for the possible closure of this library (and fourteen others) in Oakland the past Spring. "Where will we check out our books?! Where will we go! How can they do this!" They filled out petitions, attended rallies, and one of the Arise students volunteered to speak out in front of the Oakland City Council one late evening in support of the Chavez Library. The



community is impressed with Arise High School students because we all see that they really care about their education and work so hard to do their best in spite of the challenges they face.

I strongly support the renewal of the Arise High School Charter. The leadership shown in the school by Romeo Garcia and all of the other instructors and staff has proven that what they are doing is working. Not only will our youth continue to benefit greatly, but so will our community.

Sincerely,

A handwritten signature in blue ink that reads "Pete A. Villaseñor". The signature is fluid and cursive, with a prominent flourish at the end.

Pete A. Villaseñor - Branch Manager
Oakland Public Library - Cesar E. Chavez Branch
3301 E. 12th Street, Ste. 271
Oakland, CA 94601
(510) 535-5620
pvillasenor@oaklandlibrary.org